

# HIST 2112 – 89098

## US History Since 1877

Semester: Fall 2019

Location: Social Sciences Building 2021

Meeting Time: Monday, Wednesday, Friday – 2:30 p.m. to 3:20 p.m.

**Instructor:** Dr. Andrew Michael Jones

**Office:** Social Sciences Building 4130

**Office Hours:** MW, 3:30-4:30 PM

**Office Phone:** 470-578-2295

**Email address:** [ajone642@kennesaw.edu](mailto:ajone642@kennesaw.edu)

**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. **Please use your “students.kennesaw.edu” email to communicate with me, not the D2L email.**

**Course Description:** 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.

### Professor’s Introduction

**Our Topic:** Welcome to U.S. History Since 1877! We’ll start by backing up a little bit and covering the period between 1865 and 1877 known as Reconstruction. Following the end of a bloody Civil War that cost over 700,000 lives, the people of the newly re-United States (women and men; black, indigenous, and white; rich and poor) sought varying and oftentimes competing visions of an American future. We’ll finish in the aftermath of the terror attacks of September 11<sup>th</sup>, 2001 that shook the nation to its core – and again led to reevaluations of American identity. In between, we’ll examine a number of major events, personalities, and movements. In order to connect all the various strands into a cohesive story, we’ll keep coming back to questions of “freedom” and “voice” in American History: What is freedom? Who determines its limits? Who speaks for America? How do competing voices shape American identities? These questions will drive our lectures, primary source readings, and discussions and – hopefully – help us better understand our nation and ourselves.

**Goals:** My main goals for this class are for y’all to:

- Develop an understanding and appreciation of American History since the end of the Civil War
- Develop historical thinking skills that will help you confidently and winsomely interact with a variety of sources related to modern U.S. History as you continue your education and enter the workplace
- Develop strong written and oral communication skills that translate from the history classroom to “the real world” – whatever that might mean for you

**Success:** My desire is that each and every one of you succeeds in this class. In order to succeed, you need to:

- Complete all assigned readings before class starts
- Arrive on time and engage by taking thorough notes and raising useful questions and comments in class
- Manage your time wisely in order to prepare for quizzes, exams, and written assignments
- Come to class with an attitude of curiosity and a willingness to respectfully engage with the professor and your classmates on a variety of issues and topics related to the course content
- Relax. Get to know your classmates. Slow down and enjoy the incredible opportunity you have to participate in the privilege of learning. Getting stressed out will only make things worse!

## Learning Objectives:

**HIST 2112** satisfies one of Kennesaw State University's general education program requirements. It addresses the **U.S. PERSPECTIVES** general education learning outcome(s). 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 [the course catalog](#).

## Required Reading:

### 1) COURSE TEXT

- **Title:** *America: A Narrative History, Vol. 2*
- **Author:** David Emory Shi
- **Publisher:** W.W. Norton & Company
- **Edition:** 11<sup>th</sup>
- **ISBN:** 978-0393668971

### 2) PRIMARY SOURCE READER

- **Title:** *For the Record: A Documentary History of America, Vol. 2 (From Reconstruction through Contemporary Times)*
- **Author:** David Emory Shi and Holly A. Mayer
- **Publisher:** W.W. Norton & Company
- **Edition:** 7th
- **ISBN:** 978-0393673807

### 3) OTHER REQUIRED READINGS ARE PDFS ON D2L

## Required Software:

- Microsoft Word
- All students have access to Word through their Microsoft 365 accounts, which also includes email.
- All class assignments must be submitted to D2L as Word Docs or PDFs, without exception.

## Brightspace Desire2Learn (D2L)

D2L is a vital component of this course. It is the means by which I will make announcements concerning this class, post additional instructions for assignments, and require submission of written work.

## Email Etiquette

When writing me an email, remember two things:

- You should always identify yourself by full name, class, and section.
- On weekdays (Monday-Friday), I will try my best to respond within 24 hours. On the weekends, do not expect an immediate reply if you e-mail me after 5:00 pm on a Friday.

## Attendance Policy:

Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal. Attendance will be taken daily and contribute to your final grade.

## Technology

- I believe that technology can be a valuable educational tool when used appropriately. But I still prefer to conduct class in a relatively screen-free environment. **For that reason, I do not allow students to use laptops to take notes.**
- Using cell phones in class is disrespectful of me and distracting to your fellow students. For that reason, all cell phones should be silenced and put away once you are in the classroom.

## Assignment Standards

All written assignments should be typed and double-spaced in Microsoft Word with 1-inch margins and 12-point Times New Roman font. Since one of the primary goals of a college education is to improve your ability to communicate different ideas effectively, **all assignments will be graded for content, style, and grammar.** You are expected to conform to the standard conventions of formal written English at all times. Be sure to edit and proofread carefully, and don't be afraid to use the Writing Center or your professor as a resource when necessary (See below!)

## Writing Center

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 [writingcenter.kennesaw.edu](http://writingcenter.kennesaw.edu) or stop by English Building, Room 242.

## Makeup Exams and Late Assignments

- Late Assignment Policy Breakdown
  - o 1 Day Late = 10 Point Deduction
  - o 2 Days Late = 20 Point Deduction
  - o 3 Days Late = Automatic 0
- Missed quizzes may not be made up for any reason, as two of them will be dropped.
- Missed exams will require a **documented excuse** (i.e. doctor's statement, court appearance letter, police report of a traffic accident, funeral program, letter explaining school activities, etc.) and may only be made up on December 6<sup>th</sup>. Please see the following note
- Note: The Department will host a day for makeup exams for students with excused absences at the end of each semester. Students will need to bring an ID to the makeup exam. For Fall Semester 2019, makeup work (exams etc..) will be proctored Friday, December 6<sup>th</sup> from 1:00 – 4:00 pm in SO 2025.

## Grade Calculations

### Quizzes = 200 Points

- o U.S. States Map Quiz = 50 Points
- o Reading Quizzes = 15 Points x 10 Quizzes = 150 Points
  - NB: As you may have noticed, you have 12 Quizzes on the schedule. I will drop your two lowest Reading Quiz grades

### Exams = 450 Points

- o Exam #1: 150 Points
- o Exam #2: 150 Points
- o Exam #3: 150 Points
- o *NB: Bring a Scantron and pencil on exam days*

### Assignments = 250 Points

- o Assignment #1: Family or Place Analysis Paper = 150 Points
- o Assignment #2: U.S. History Book Review Paper = 100 Points

### Attendance = 100 Points

- o 4 or Less Absences = 100 Points
- o 5-8 Absences = 80 Points
- o 9-12 Absences = 60 Points
- o 13-16 Absences = 40 Points
- o 17 or More Absences = 0 Points
- o *NB: I transfer the daily sign-in sheet data to D2L so students can track their attendance*

### Total = 1000 Points

## Assignment Overviews

### - Assignment #1: U.S. History Book Review Paper (3 Pages, Double-Spaced)

- This paper will give you a chance to apply your critical reading and historical thinking skills to a secondary source of your choosing.
- All books must be at least 100 pages in length, scholarly in nature, and approved by the professor prior to beginning the project.
- In the Book Review Assignment, you will:
  - Thoroughly and completely read a high-quality scholarly work on U.S. History since Reconstruction.
  - Write a Book Review that 1) Summarizes the author's thesis/main argument 2) Summarizes the overall content of the book 3) Describes the primary sources used by the author 4) Provides reasonable positive assessments and/or critiques

### - Assignment #2: Family or Place Analysis Paper (3 Pages, Double-Spaced)

- This paper will give you a chance to put into practice the skills we develop together as we discuss primary source documents in the classroom on Fridays – but with particular reference to a relative or place personally significant to you.
- *A detailed Assignment Guide and Essay Rubric will be provided on D2L in order to equip you with the resources necessary to successfully undertake this project.*
- In this assignment you will:
  - Choose a family member/ancestor who has lived in the United States *or* an American locality that is significant to you.
  - Locate and analyze a primary source from your family member/ancestor or locality (diary, letter, photograph, etc.).
  - Based on your analysis, describe the relationship between your primary source and the wider context of U.S. History since Reconstruction.

## Extra Credit

Extra Credit opportunities *will* be offered in this class toward the end of the semester.

## Grading Scale

Students are evaluated on the following scale:

A - 900-1000 Pts.

B - 800-899 Pts.

C – 700-799 Pts.

D – 600-699 Pts.

F – 0-599 Pts.

**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.

**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/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. **Please see <http://plagiarism.org/> or <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> to familiarize yourself with ways of avoiding even a hint of academic dishonesty.**

**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, <http://sds.kennesaw.edu/>

Contact information is as follows:

SDS Email: [sds@kennesaw.edu](mailto:sds@kennesaw.edu)

Primary number for Kennesaw campus: [470-578-2666](tel:470-578-2666)

Primary number for Marietta campus: [470-578-7361](tel:470-578-7361)

Additional [Student Rights and Responsibilities](#) can be found in the [Student Handbook](#).

### Course Schedule

- **First Day of Classes: August 19**
- **Labor Day (NO CLASS): September 2**
- **Last Day to Withdraw without a W: October 9**
- **Thanksgiving Holiday: November 25-29**
- **Last Day of Classes: December 9**

### Tentative Schedule of Topics

WEEK/DATE	TOPIC	ASSIGNMENTS
Week 1 - 8/19	Introducing History	
Week 1 - 8/21	Reconstruction	- <i>Narrative History</i> : Ch. 16  - Benjamin Ch 2: “Succeeding in Your History Class” (On D2L)
Week 1 - 8/23	Primary Source Lab	- <b>U.S. States Map Quiz</b>  - Benjamin Ch 3: “Working with Historical Evidence” (On D2L)
Week 2 - 8/26	The Gilded Age:  Themes and Contours	- <i>Narrative History</i> : Ch. 17
Week 2 - 8/28	Capital and Labor	
Week 2 - 8/30	Gilded Age Discussion	- <b>READING QUIZ #1</b>

		- <i>For The Record</i> : Ch. 17 + Review Questions p. 33
Week 3 - 9/2		- <b>LABOR DAY – NO CLASS</b>
Week 3 - 9/4	The New South and Westward Expansion	- <i>Narrative History</i> : Ch. 18 - <b>SUBMIT BOOK CHOICE FOR BOOK REVIEW</b>
Week 3 - 9/6	New South Discussion	- <b>READING QUIZ #2</b> - <i>For The Record</i> : Ch. 18 + Review Questions p. 43 <b>AND</b> 44
Week 4 - 9/9	Demographic Shift and Cultural Change	- <i>Narrative History</i> : Ch. 19 - Benjamin Ch 5: “Preparing Specific Writing Assignments” (On D2L)
Week 4 - 9/11	Politics and Populism	
Week 4 - 9/13	Race and Place in the Gilded Age Discussion	- <b>READING QUIZ #3</b> - <i>For The Record</i> : Ch. 19 + Review Questions p. 76
Week 5 - 9/16	American Empire	- <i>Narrative History</i> : Ch. 20
Week 5 - 9/18	Exam Review	
Week 5 - 9/20	<b>EXAM #1</b>	- <b>EXAM #1</b>
Week 6 - 9/23	A Progressive Impulse	- <i>Narrative History</i> : Ch. 21
Week 6 - 9/25	Progressive Politics	
Week 6 - 9/27	Progressive Age Discussion	- <b>READING QUIZ #4</b> - <i>For The Record</i> : Ch. 21 + Review Questions p. 103 <b>AND</b> 115
Week 7 - 9/30	WWI: America’s Role	- <i>Narrative History</i> : Ch. 22
Week 7 - 10/2	WWI: A Lasting Peace?	
Week 7 - 10/4	WWI Discussion	- <b>READING QUIZ #5</b> - <i>For The Record</i> : Ch. 22 + Review Questions p. 153 <b>AND</b> 154
Week 8 - 10/7	1920’s: The Jazz Age	- <i>Narrative History</i> : Ch. 23
Week 8 - 10/9	Republican Resurgence	- <i>Narrative History</i> : Ch. 24

	and Depression	- <b>ASSIGNMENT #1: BOOK REVIEW DUE</b>
Week 8 - 10/11	1920's Discussion	- <b>READING QUIZ #6</b> - <i>For The Record</i> : Ch. 24 + Review Questions p. 185 <b>AND</b> 188
Week 9 - 10/14	The New Deal and Its Discontents	- <i>Narrative History</i> : Ch. 25
Week 9 - 10/16	The Second New Deal	
Week 9 - 10/18	New Deal Discussion	- <b>READING QUIZ #7</b> - <i>For The Record</i> : Ch. 25 + Review Questions p. 205 <b>AND</b> 208
Week 10 - 10/21	WWII: Themes and Origins	- <i>Narrative History</i> : Ch. 26
Week 10 - 10/23	WWII: America's Role	- <i>For The Record</i> : Ch. 26
Week 10 - 10/25	<b>EXAM #2</b>	- <b>EXAM #2</b>
Week 11 - 10/28	The Cold War: Truman and Containment	- <i>Narrative History</i> : Ch. 27
Week 11 - 10/30	Red Scare: Anti-Communist Crusades	- <b>SUBMIT FAMILY/PLACE PRIMARY SOURCE</b>
Week 11 - 11/1	Revisiting WWII: The Holocaust in Context	- <b>MUSEUM VISIT (QUIZ #8)</b> - <i>For The Record</i> : Ch. 27
Week 12 - 11/4	The 1950's: The Affluent Society	- <i>Narrative History</i> : Ch. 28
Week 12 - 11/6	Civil Rights Movement in the 1950's	
Week 12 - 11/8	Civil Rights in the 1950's Discussion	- <b>READING QUIZ #9</b> - <i>For The Record</i> : Ch. 28 + Review Questions p. 278 <b>AND</b> 280
Week 13 - 11/11	The 1960's: Themes and Contours	- <i>Narrative History</i> : Ch. 29
Week 13 - 11/13	Civil Rights in the 1960's	
Week 13 - 11/15	Civil Rights Discussion	- <b>READING QUIZ #10</b>

		- <i>For The Record</i> : Ch. 29 + Review Questions p. 295 <b>AND</b> 301
Week 14 - 11/18	Rebellion and Reaction	- <i>Narrative History</i> : Ch. 30
Week 14 - 11/20	Nixon's America	- <b>ASSIGNMENT #2: FAMILY/PLACE PAPER DUE</b>
Week 14 - 11/22	1970's Discussion	- <b>READING QUIZ #11</b>  - <i>For The Record</i> : Ch. 30 + Review Questions p. 333 <b>AND</b> 336
11/25-29		<b>THANKSGIVING – NO CLASS</b>
Week 15 - 12/2	A President from Plains	- <i>Narrative History</i> : Ch. 31
Week 15 - 12/4	The Reagan Years	
Week 15 - 12/6	1980's Discussion	- <b>READING QUIZ #12</b>  - <i>For The Record</i> : Ch. 31 + Review Questions p. 359 <b>AND</b> 362
Week 16 - 12/9	America Since 1993:  Demographic Shifts  and the War on Terror	- <i>Narrative History</i> : Ch. 32

**Final Exam:** Wednesday, December 11, 1:00-3:00 p.m., Social Sciences Rm. 2021

**Changes to this syllabus:** The instructor reserves the right to make changes to this syllabus. Any substantive changes which impact grade calculations or grading will be announced in writing using D2L and will be emailed to the class. If you have concerns about announced changes, please contact the instructor and ask for clarification before the end of the semester.

Start by marking "America: A Narrative History (Vol. 2)" as Want to Read: Want to Read savingâ€¦| Want to Read.Â The Brief Eighth Edition offers the attractive features of the full-length text--lively and accessible narrative style, a keen balance of political with social and cultural history, a full-color layout, and America, now in its twenty-fifth year, has sold more 1.2 million copies over the past seven editions and remains the most affordable history text on the market. The Brief Eighth Edition offers the attractive features of the full-length text--lively and accessible narrative style, a keen balance of political with social and cultural history, a full-color layout, and exceptional value--in a