



- 7) Define and give examples of major concepts and basic historical terminology.
- 8) Discuss the reoccurring theme of **identity** and discuss its relevance to the formation of America.

### **Requirements:**

The requirements for this class will be met primarily through a variety of teaching and learning methods including lectures, guest speakers, multi-media presentations, on-line technological activities and group presentations and/or activities.

### **Quizzes/Exams**

1. **Two reading quizzes** will consist of multiple choice, and identification of terminology. These quizzes account for 20% of your grade
2. **Two short answer quizzes** will consist of identifying a major historical event, then writing on major components of that event. The quizzes account for 20% of your grade.
3. Mid-term Exam—Students will take a mid-term exam with a variety of types of questions including fill-in-the-blank, multiple choice, short answer, and at least one essay. The mid-term is scheduled for **February 26, 2009**. This exam accounts for 20% of your grade.

### **Oral History Project**

4. You will be required to interview a person, (or people) who lived through, or are directly related to someone who lived through--and can legitimately relate their experiences of living during major events in American history, from 1865, to the present. You will be required to record the interview(s), document the interview (s), and present a report of the interview(s) to the class. Grading rubric for project attached at the end of the syllabus. Your project is due at the time of presentation. Presentations are scheduled for April 14, 16, 21, & 23, 2009. This project accounts for 25% of your grade.

### **Class Participation**

5. Class participation grades will be based upon: 1) attending classes (2) active participation in class discussions, (3) contributions to class debates on an assigned topic (4) volunteering to present course-related material to discuss with the class (5) volunteering to lead class discussions and (6) being able to answer questions with some level of content knowledge.

Students will earn 2 points for actively volunteering and being involved in constructive discussion, 1 point for participating when called upon, and ½ a point for being present. Class participation accounts for 5% of your grade.

If you do not participate in any of these activities, your grade for class participation will be a 0.

### **Final Exam**

This exam accounts for 10% of your grade and is scheduled for **THURSDAY, APRIL 30, 2009 at 10:15 a.m.**

### **Grading A+ 4.3**

A.	4.00	B-	2.70	D	1.00
A -	3.70	C+	2.30	F	0.00
B+	3.30	C	2.00	WF	0.00
B	3.00	C-	1.70		

100-105=A+

93-100= A

90-92= A-

87-89= B+

83-86= B

80-82= B-

77-79= C+

73-76= C

70-72= C-

60-69= D

Below 60= F

### **Texts**

You are responsible for procuring:

- **Roark, James L., et al. *The American Promise; A History of the United States, VOLUME II 4th edition.* Bedford St. Martins, 2009.**

### **Required Readings**

I will provide chapters from the assigned texts via hard copy or posted on uLearn:

- Madaras, Larry and James M. SoRelle, *Taking Sides: Clashing Views in United States History, Volume I, The Colonial Period to Reconstruction*, 12<sup>th</sup> edition, McGraw Hill, 2008.
- Roark, James L., et al. *The American Promise; A History of the United States, VOLUME I 4th edition.* Bedford St. Martins, 2009.
- Madaras, Larry and James M. SoRelle, *Taking Sides: Clashing Views in United States History, Volume II, The Colonial Period to Reconstruction*, 12<sup>th</sup> edition, McGraw Hill, 2007.
- Douglass, Frederick, *Narrative of the life of Frederick Douglass*, edited by David Blight.
- Hine, Darlene Clark, William C. Hine and Stanley Harrold. *African Americans, A Concise History*, 3<sup>rd</sup> Edition. Pearson Education, Inc., 2009.
- Chudacoff, Howard P. ed. *Major Problems in American Urban History.* D. C. Heath and Company, 1994

## Course Schedule HIST 2110 Spring 2009

Tuesdays/Thursdays 11:00 a.m.- 12:15 p.m.

\*Please note: The course syllabus provides a general plan for the course: deviations may be necessary.

\*Course Outline and Schedule:

January 6-8 Theme: Critical Thinking skills and history

- *Tuesday*-Course orientation, Discussion of Living Oral History Project
- Distribution of syllabus—Discussion of “Critical Thinking”
- *Thursday*-discussion- of assigned readings/Issues I and II from *Taking Sides*; “Is History True” and “Was Disease the Key Factor in the Depopulation of Native Americans in the Americas?” pp. 1-42
- Lecture on the early colonial America.

January 13-15 Theme: Early Colonists, Shaping of Colonial American cultures

- **Tuesday- “Critical Thinking” Assignment due.**
- Discussion of chapter 5, “Colonial America in the Eighteenth Century, 1701-1770, pp. 137-174- Volume I of *The American Promise*.
- *Thursday*-The Evolution of Slavery in the Colonies.

- **Martin Luther King, Jr. Holiday-January 19th**

January 20-22 Theme: Preparing for Independence/The Peculiar Institution

- *Tuesday*- *Taking Sides, Volume I*, pgs.114-162, discussion on democracy, Christianity, the early republic, the Revolutionary War
- Excerpt from *Narrative of the Life of Frederick Douglass*- uLearn
- *Thursday*- Film, Sankofa
- - **Thursday Quiz #1**

January 27-29 Themes: Early American Presidents/ Early American peoples/Early American Culture

- *Tuesday*- The Slave Society and it’s impact on the new nation. *American Promise, Volume I*- Chapters 14-15 handout/uLearn
- *Thursday*- Leading up to the Civil War
- The Civil War

February 3-5 Themes: Reconstruction, Industrialization,

- *Tuesday*-Chapter 16 “Reconstruction,” *This American Promise, Volume II*
- *Thursday*- Chapter 17 “The Contested West”
- **Thursday Quiz #2**

February 10-12 Themes: Progressivism, and Imperialism in *American Promise, Vol. II*

- *Tuesday*- Chapter 21, “Progressivism from the Grass Roots to the White House”

- *Thursday*-“The City and It’s Workers, 1870-1910” and Women’s Movement, First Wave
- Imperialism

February 17-19 Themes: Manifest Destiny, World War I, The Great Depression, The New Deal, World War II

- *Tuesday*-World War I, Chapter 22 “World War I, The progressive Crusade at Home and Abroad’
- *Thursday*- Chapter 24, “The New Deal Experiment,” *American Promise, Volume II*

February 24-26 Themes: The United States and World War II

- *Tuesday*-Chapter 25, “The United States and the Second World War, 1939-1945” *American Promise, Volume II* and Film on *Ford*
- *Thursday*-**February 26, 2009 Mid-TERM**

**\*\*March 2, 2009 Last day to WITHDRAW\*\***

March 3-5 Theme: The Cold War

- *Tuesday/Thursday*- Chapter 26, “Cold War Politics in the Truman Years, 1945-1953” *American Promise, Volume II*
- Tuskegee Airmen

March 10-12

- *Tuesday*-Media and the Shaping of American Identity
- *Thursday* Chapter 27, “The Politics and Culture of Abundance, 1952-1960,” *American Promise, Volume II*

March 17-19 Theme: Civil Rights Movement in America/Rebellion against Conformity

- *Tuesday*-Chapter 28, “Reform, Rebellion, and Reaction, 1960-1974” *American Promise, Volume II*. The Women’s Movement, Second Wave
- **Thursday-Quiz #3**

March 24-26 Theme: Vietnam

- *Tuesday/Thursday* Chapter 29 “Vietnam and the Limits of Power, 1961-1975

March 31-April 2 Theme “America Moves to the Right”

- *Tuesday/Thursday* Chapter 30, *American Promise, Volume II*
- **Thursday, Quiz #4**

April 7-9 Theme: Oral Living History Projects

- *Tuesday*, April 7, Study/Research Day to work on Projects
- *Thursday*, Discussion

- **Presentation of Oral Living History Projects, Papers summarizing projects due at the time of Presentation. Dates for Project Presentation, April 14, 16, 21, and 23, 2008**

April 28, 2009: Study/Research Day

**April 30, 2009: Thursday: Final 10: 15 a.m.-12:15 p.m.**

**Grading Rubric Short Answer/Essay Quizzes:**

1. For short answer quizzes, each response must answer, “who,” “what,” “when,” “how,” and “why” for each event the student is asked to write about. Essay response should,
  - Correctly identify important people who participated in historical event  
\_\_\_\_\_5 pts
  - Correctly describe major events that happened in relation to topic  
\_\_\_\_\_5 pts
  - Correctly lists approximate dates or era in which topic/event happened  
\_\_\_\_\_5 pts
  - Correctly identify where event happened  
\_\_\_\_\_5 pts
  - Correctly identify the catalyst(s) started and/or stopped event  
\_\_\_\_\_5 pts
  
2. The essay response must explain the relevance of the topic and its impact upon American history. \_\_\_\_\_ 35 pts
  
3. The essay response to the topical question must contain complete sentences, and reflect the use of correct grammar. \_\_\_\_\_20 pts
  
4. The essay must include a clear thesis statement and a concluding statement. \_\_\_\_\_20 pts

## Directions and Grading Rubric for Living Oral History Projects

1. Locate and identify a person or people who was living prior to 1970. This person should have lived through at least one era that we've discussed during this class, for example, Reconstruction, World War I, World War II, the Civil Rights Movement, the Cold War, desegregation, etc. If you are unable to find a person who lived through this event, you may substitute a person who was closely related to someone who lived through this event. However, this person has to be close enough to the person so that they grew up hearing how that person lived through this event. If you use someone who is relating someone else's experiences, you must get prior approval from the Instructor before proceeding with project. You should not exceed interviewing three (3) people.
2. Interview this person, or people. Secure permission to document the interview via recording this person or taking notes, and having them sign off on the notes.
  - a. Interviews should cover who the person(s) are;
  - b. What time period is the person discussing;
  - c. How old the person(s) were at the time of the significant event;
  - d. The impact of the significant event upon their lives, or the impact they witness upon others' lives and;
  - e. Any details they remember personally about the historical events.
3. Write a report explaining how you selected your subjects, how you secured the interview, present evidence of documentation (tapes of interview or of written interview signed by interviewee) and a summary of the discussion.
4. Present oral report to the class.

### Grading Rubric

I.	Documentation of Interview	_____20 points
II.	Written Report	_____30 points
III.	Class Presentation	_____20 points
IV.	Topical Relevance	_____20 points
V.	Student's knowledge of subject's topic	____10 points

Interview and subsequent report should reflect answers to the questions listed below:

- a. What major event was subject discussing?
- b. Does the interview/final report clearly discuss the major historical event?
- c. Does the interview clearly discuss the impact of the event of the subject's life?
- d. Does subject seem knowledgeable of event being discussed?

**Examinations and Make-Up Work:** Papers, Exams and quizzes are required of all students at the stated time periods. The instructor will announce dates for these examinations and/or quizzes and they are on the course schedule in bold. When a student has missed an exam/quiz or failed to meet the deadline for an assignment, he/she must obtain an Official Absence Excuse Form. The student has five (5) business days to present the form. When this form is submitted, arrangements will be made for make-up work. Students missing examinations because of illness or for an authorized absence are entitled to make-up the examination or assignment. This does not include “class participation” assignments—you can not make those assignments up.

**Attendance Policy:** This course will follow the Policy on Class Attendance in the College of Education Undergraduate Bulletin. If any classes are missed, students are responsible for getting any missed information from classmates. Handouts will only be available from the instructor on the days they are distributed in class. If you are absent, please get a copy from a classmate.

**Students with Disabilities:** Students with disabilities requiring accommodations must be registered with the Office of Disabilities Services before an instructor can modify instruction or expectations. The Office of Disability Services may be contacted at (404) 413-1650 (TDD 404-463-9048). Any student with a disability who may require special accommodations is requested to make an appointment with an instructor at the beginning of the semester. Students must self-identify so that arrangements can be made according to University policy.

**PLAGIARISM:** Plagiarism is any reproduction of information or other work without acknowledging the source. Plagiarism is an act of fraud. It involves both stealing someone else’s work and lying about it afterward (definition provided by Turnitin.com and Research Resources). If an assignment contains any plagiarized material—whether that material is taken from books, from the Internet, or from another student—that assignment will receive a failing grade, and the student will receive a warning. If such plagiarism occurs more than once in the course, the student will receive a failing grade for the course. Please note that as a policy of this course, Turnitin.com will be utilized as a plagiarism-detection tool.

**ACADEMIC HONESTY:** Georgia State University’s policy on academic honesty as published in the College of Education Undergraduate Bulletin will be adhered to in this class. Any observed violations of these standards of academic conduct will be reported to the authorities in accordance with University policy.

### **Guidelines for Written Assignments**

#### **Written and Oral Assignments: See rubric for Essay quizzes and Oral History Project**

The purpose of these writing assignments are to stimulate critical thinking and analysis; you will be taking what you have already read for class as the foundation for your

research, completing additional research, assessing the information, and writing about it.

Students will prepare written assignments as given and must utilize the writing manual for history. (**Kate L. Turabian's A Manual for Writers of Term Papers, Theses and Dissertations**) In addition, students are expected to prepare and present oral reports as assigned. Students will be required to infuse critical thinking strategies and analysis into all written and oral work. Handouts with helpful hints to address critical thinking strategies will be distributed in class, as well as discussed.

**\*Cellular telephones, ipods, Sidekicks, etc. are to be turned off PRIOR to entering the classroom. These electronic devices can NOT be accessed during exams. Any student caught accessing an electronic device during an exam will receive a failing grade for the exam.**

**\*You can NOT cite Wikipedia or Ask.com as a reference for any written assignment or paper required in this course, including any extra credit written assignments. If you use information from Wikipedia or Ask.com and do not cite it, you will receive a failing grade for the assignment for plagiarism. If you use and cite Wikepedia/Ask.com in your assignment, the highest grade that you can possibly receive is a 65.**

**\*Arriving in class more than 15 minutes late, or leaving more than 15 minutes early WITHOUT prior approval will be recorded as an absence.**

**\*ELECTRONIC ASSIGNMENTS ARE NOT ACCEPTED UNDER ANY CIRCUMSTANCES!!!! YOU CAN NOT E-MAIL AN ASSIGNMENT SO THAT I RECEIVE IT BY THE DEADLINE. YOU CAN NOT SEND AN ASSIGNMENT ELECTRONICALLY BECAUSE IT IS LATE. I DO NOT, REPEAT DO NOT, ACCEPT ELECTRONIC ASSIGNMENTS UNLESS SPECIFIED.**