

Course Syllabus: United States History HIST 2110
Spring 2009

Instructor: Dr. Mary G. Rolinson
Office: 2144 34 Peachtree Street
Office Hours: T & Th 11:00-12:45, and by appointment.
E-mail: hismgr@langate.gsu.edu (**best option when a response is needed)
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Required Materials: (available at GSU bookstore)
Douglass, Frederick. Narrative of the Life of Frederick Douglass: An American Slave, written by himself with related documents (Second Edition); Edited by David W. Blight.
Stephen Kinzer, All the Shah's Men: An American Coup and the Roots of Middle East Terror

Recommended Textbook: (available new and used in many places and online)
Be sure to reference ISBN-13: 9780618611508
Mary Beth Norton, et. al., A People and a Nation, complete brief, 7th edition.

Access to U-learn: You will need to access my web page for this course frequently. Go to <https://gsu.view.usg.edu/> and make sure you are able to log on using your GSU username and password. I will be posting class outlines for notes and providing links to readings which you will need for class. I also post grades and announcements during the term. Let me know immediately if you cannot log on to ULearn!

Course Description: This course will survey United States history from the pre-Columbian period to around 1988, with an emphasis on the twentieth century. We will touch on major topics in lectures and discussion, but will investigate particular themes in detail through critical reading (of supplementary books, weblinks, e-reserves, and documents posted on Ulearn), expository writing, class discussion, film, and debate. Special areas of exploration are: **(1) race and American democracy; (2) class conflict, labor organization, domestic anti-communism, and the Cold War; (3) the rise of American imperialism; and (4) the impact of the US's foreign policy on American society and the world.** If you have *never* taken US history before, the recommended textbook will be an important reference tool for you. Read it in order to understand the chronology and major events in United States history. If you *have* taken US history recently, do not fool yourself into thinking you know it all and can breeze through this course. My goal is to present US history in world context and with attention to historiography (changing interpretations of historical events and eras) and how professional historians interpret and write history.

Course Objectives/Learning Outcomes: By the end of the course students will be able to effectively analyze contemporary multicultural, global, and international questions relating to US history and appropriately evaluate claims, arguments, evidence (particularly the difference between primary and secondary) and hypotheses in US history readings.

Grading: (1) Tests will be multiple choice and essay/discussion. They will draw from mainly lecture material, but they will also include major ideas from supplementary book readings, films,

handouts, maps, discussions, debates, and any other material presented in class. Each of the first two tests will count **25 percent** of your final grade, and the final examination is worth **30 percent** of your final grade. (2) We will read and discuss two books during the semester. You will write an in-class reading response to both of them and participate in a class discussion on each of them. These exercises comprise **20 percent** of your final grade.

Final Grade Calculation:

Test #1	25%
Test #2	25 %
Reading response essays/discussion.....	20 %
<u>Exam</u>	<u>30 %</u>
Total	100 %

Extra Credit:

Extra credit opportunities are not available. You are encouraged to keep up with assigned work and to be proactive about getting help if you are not doing well early on.

Promptness: Many important announcements are made at the beginning of class. This time is also used for relating many of the themes which connect the present lecture to previous ones. Therefore, *promptness is very important to you in addition to being a common courtesy expected by the instructor.* **Three tardies equal one absence.**

Attendance/Make-ups: Attendance will be taken at the beginning of each class period. If you arrive late, please check with me after class to make sure I record your attendance (otherwise you may be marked absent). If you need to leave class before it is over, you should notify the instructor before class begins. You will be at a severe disadvantage if you do not attend class regularly. If you are sick or have an emergency, especially on a test day, please notify the instructor **by e-mail** as soon as possible. The instructor ***reserves the right*** to withdraw you from class in the event of unexcused and/or chronic absences (more than 3). Tests must be made up within one week at the instructor’s convenience or during the instructor’s office hours--- and only if a physician’s note, funeral program, jury summons, or evidence of religious observance is provided. Otherwise, a grade of **0** will be assigned for that test.

Withdrawals: In the event that **YOU choose** to withdraw from the class, **YOU** must officially drop the class through **GoSolar** by the midpoint in order to receive a “W.”

Special Help: Any student who is struggling for any reason should make an appointment to see the instructor immediately. I will be happy to provide help and/or to direct you to the many resources provided by the history department, the Counseling Center, the Writing Studio (976 GCB), Disability Services, and International Student Services.

Cellphones / Text-messaging / laptops / audio taping:

Please remember to turn off cell phones BEFORE you enter the classroom. Do not leave class to make or take a phone call and do not send or receive text messages during class time. If you have a special circumstance and need to leave your device on, please let the instructor know in advance. **Please do not use laptops or taping devices in class without explicit permission.**

Advice for Success: I am often asked the question, “**What can I do to improve my grade/do well in this class?**” These are the suggestions I normally give:

- (1.) Refer daily to your syllabus and make sure to look ahead and plan ahead for assignments coming up. Budget your time well, taking into consideration work for other courses and other obligations such as jobs, childcare, athletics, service, and social activities. Be realistic about what you can humanly do in a 7 day week and prioritize!!!
- (2.) Be in class and on time every day! Pay attention in class: there is a lot more involved than just showing up. Take thorough notes, and type up or re-copy your lecture notes after class adding anything else you remember that you did not have time to write down. In other words, do not just show up for class and scribble notes. Look at your class notes later (within 12 hours is optimal) and think about the lecture so that your brain processes it twice.
- (3.) Always date and label your notes and keep them in chronological order: For example: “Lecture Notes on American Revolution, Tues. August 24”; “Reading Notes: All the Shah’s Men, Thurs. Nov. 20.” Print out and include outlines and handouts from Ulearn in the correct place order in your notebook.
- (4.) Highlight important passages as you read the assigned readings and take notes (in your notebook) of main points, questions, and ideas as you read.
- (5.) Get acquainted with four or five reliable people from your class. Get their names, phone numbers, and email addresses. Count on these friends for information, notes, and possibly assistance if you have to miss a class. Be prepared *and* willing to return the favor.
- (6.) Communicate problems, concerns, grievances with the instructor. I am not a mind reader!

Cheating/Plagiarism:

It is sad but true that many people see so much cheating before they reach Georgia State University that they think it is something that is OK, or that everyone does it, or that if they get caught it is not a big deal. The university has policies on academic dishonesty which I follow and believe are important. A **0** is given on any assignment in which cheating or plagiarism has taken place. Please do not share answers or information from tests with other students in this course. By far the most common form of academic dishonesty is **plagiarism** which is a form of cheating wherein a student uses another person’s words or ideas in written work and presents them as his/her own. Plagiarism is committed in many ways, but often happens when a student attempts to cut and paste from a web site or purchases a paper on-line. Please refer to the Policy on Academic Honesty, section 409, in the current general Catalog for University guidelines. "Plagiarism is presenting another person's work as one's own. Plagiarism **includes** any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else...Any work, in whole or in part, taken from the internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. **A complete reference is required in order that all parties [the professor] may locate and view the original source.**" Regardless of whether the material comes from a book, article, or website, you need a citation indicating that source. Citation is needed whether you are taking direct quotes from the material or if you are paraphrasing from the material: that is, putting someone else's ideas into your own words. Feel free to email or talk to me if you are confused about what constitutes plagiarism. Ignorance is not an excuse.

TENTATIVE SCHEDULE

(The course syllabus provides a general plan for the course; deviations may be necessary.)

<u>Week #1</u>	<i>Text Reading: Chapter 1-3; browse http://www.virtualjamestown.org/</i>
T 1/6	Introduction / Periodization of US history
Th 1/8	Early Contact: Columbus to Jamestown
<u>Week #2</u>	<i>Text Reading: Chapter 7-8</i>
T 1/13	Mercantilism in the Atlantic World
Th 1/15	American Revolutions and Foreign Relations
<u>Week #3</u>	<i>Text Reading: Chapter 9-11</i>
T 1/20	Inauguration Day-Reading Day: <u>NO CLASS</u> <i>Begin Reading Douglass</i>
Th 1/22	Jeffersonian Era - land and labor /Sectional Interests – industry and immigration
<u>Week #4</u>	<i>Reading: complete Frederick Douglass <u>Narrative</u></i>
T 1/27	Race, Slavery, and Abolition
Th 1/29	Reading Response/ Discussion of Douglass <u>Narrative</u>
<u>Week #5</u>	<i>Text Reading: Chapter 12-15</i>
T 2/3	Historiography / The Civil War
Th 2/5	Test # 1
<u>Week #6</u>	<i>Text Reading: Chapter 16-17</i>
T 2/10	Reconstruction
Th 2/12	Westward Expansion
<u>Week #7</u>	<i>Text Reading: Chapter 18-20</i>
T 2/17	Agriculture and Populism
Th 2/19	Industrialization and Labor Organization
<u>Week #8</u>	<i>Text Reading: Chapter 21-23</i>
T 2/24	Theodore Roosevelt and American Imperialism
Th 2/26	“A Job at Ford’s”

SPRING BREAK

MIDPOINT (Monday, March 2) Last day to withdraw and possibly receive a “W”

<u>Week #9</u>	<i>Reading: Chapter 24-26</i>
T 3/10	World Imperialism and World War I
Th 3/12	League of Nations

<u>Week #10</u>	
T 3/17	Great Depression / New Deal
Th 3/19	Test #2

Week #11 **Read *All the Shah's Men*, first half**

T 3/24 World War II and the United Nations

Th 3/26 The Origins of the Cold War

Week #12 **Read *All the Shah's Men*, second half.**

T 3/31 The 1950s / McCarthyism/Iran and the CIA

Th 4/2 **Reading Response/Discussion of All the Shah's Men**

Week #13 **Read "Letter From Birmingham Jail" on e-reserve**

T 4/7 Modern Civil Rights Movement

Th 4/9 Cold War-Civil Rights Connection

Week #14

T 4/14 Vietnam War

Th 4/16 The Nixon Years

Week # 15 **Listen to MLK, Jr. "Why I Oppose the War in Vietnam" (ULearn)**

T 4/21 The Carter Administration / The "Reagan Revolution"

Th 4/23 "God Fights Back"

Exam Date and Time: (Bring Blue Book)

CRN 12433 (T-TH 9:30) **Thursday, April 30, 8:00 am** Room 615 GCB

CRN 12448 (T-TH 1:00) **Tuesday, April 28, 12:30 pm** Room 623 GCB

CRN 12454/18943 (T-TH 2:30) **Tuesday, April 28, 2:45 pm** Room 423 GCB

I have read and understand this syllabus and my responsibilities and obligations for the course.

Signed _____ Dated _____