LEARNING OUTCOMES

Students will learn basic developments in the history of the United States, from the end of the Civil War to the late twentieth century. In their exams and other assignments, they will demonstrate knowledge of how men and women, as individuals and in groups, affected the development of American society, what problems they faced, how they tried to overcome those problems, how all of this varied for people in different circumstances, and how it has affected the lives of Americans today. In all assignments, they will demonstrate improvement in reading and writing about history. In addition, students will learn to follow ALL directions carefully, asking for clarifications whenever any direction is not clear. For more information on Learning Outcomes for History 2112, go to the History Department website (www.westga.edu/~history).

TEXTBOOKS (in a packet together)

The Enduring Vision by Paul Boyer, et al., Volume II, Sixth Edition, Dolphin Edition, Houghton Mifflin (The assigned page numbers for both this edition and the previous edition will be on the assignment sheets. There is an earlier edition on Reserve in the library.)

COURSE REQUIREMENTS

I. Class Attendance, Reading, and Comment Sheets - 5% of the semester grade

A. Class Attendance: The typical class will involve a combination of lectures, a little discussion, and occasional videotapes. Some of the information and ideas of the course will be presented or explained only in class, so you should decide what note-taking system works best for you. The content of the lectures will be outlined on PowerPoint, but you always focus on understanding what is said rather than copying everything on a screen (unless I tell you to do so). STUDENTS WHO TRY TO WRITE DOWN EVERYTHING WITHOUT THINKING ABOUT THE MEANING USUALLY DO NOT DO WELL IN THIS CLASS WHILE THOSE WHO FOLLOW THE DIRECTIONS ON THIS SYLLABUS USUALLY ARE QUITE SUCCESSFUL. I will NOT make copies of the PowerPoint outlines available to students in any way except on the screen in class. Let me know if you need help on how to listen in class. Except for the first few classes, you do not have to bring the textbook to class, but you will need to bring the documents from Enduring Voices for whatever chapters we are covering.

Regular attendance is required. If you have to miss a class, you are responsible for discussing with me whether it is excused and for arranging to get any special handouts, to find out what was covered in class, and to make up missed assignments. You may have five unexcused absences, but any beyond these will lower your semester grade by two points. Chronic unexcused tardiness will also lower your grade. If you arrive after the sign-in sheet has been passed around, you need to hand in a note explaining your lateness to gain credit for
attending the class. If you have permission from the proper authorities to take tests in the Testing Center, you need to notify me of this at the beginning of the semester and then to remind me before each test. You also need special permission (given only for unusual circumstances) to send any written work by email instead of handing in a hard copy in class.

You should average six hours of study a week for this class (two hours for every hour in class). If you are doing this and still feel confused or overwhelmed, make an appointment to meet with me. Too often instructors find out too late about problems that could have been solved fairly easily with earlier notification.

All students must follow the rules of common courtesy, always showing respect for each other and for the instructor. Anyone who is inappropriately disruptive may be told to leave the class. You are not allowed to use any electronic equipment when a class is in session. If you have a special reason for needing to use a tape recorder or a computer during regular classes, you need to discuss this with me in person. If you use any electronic equipment for any reason during an exam, you will receive a zero for the exam with no opportunity to make it up.

B. Weekly Reading and Comment Sheets: Each week, usually, by Monday morning, there will be an assignment sheet on my website (http://www.westga.edu/~ccook) that indicates the required reading in the textbook and the documents book and includes lists of study questions, identifications, and dates that you need to know for the tests. YOU DO NOT HAVE TO ANSWER THESE QUESTIONS IN WRITING and I do not have time to correct attempts to do so. If you write down answers for your own use, always do so in your own words rather than copying or trying to memorize the exact words of the text; that is the only way you can tell if you really understand the material. MEMORIZATION WITHOUT THE ABILITY TO EXPLAIN THE MATERIAL IN YOUR OWN WORDS DOES NOT WORK IN THIS CLASS. If you are not sure of the answer to any of the questions, please ask about them in class and/or in your comment sheets. Do not try to do all of the reading at once, but always read all of the assigned pages for the material to be covered in a class.

Everyone is required to hand in a casual comment sheet that is at least one-half a page (average handwriting) at least once every two weeks. It can include questions about the reading (especially the documents) and the class, topics or even words you did not understand, thoughts or feelings inspired by the history, and anything else you think I should know. DO NOT TRY TO SUMMARIZE THE MATERIAL; INSTEAD, GIVE YOUR PERSONAL REACTIONS AND QUESTIONS. Try saying what you would like to say to anyone covered in the previous week. Think of these comments as a way to say what you think without worrying about whether what you write is “right” or “wrong,” as well as a way to let me know what is going on in your mind. Although the individual comment sheets will not be graded, the credit for participation will depend, in part, on your following these directions correctly. The comment sheets will be handed back (usually within a week) so you can receive feedback and use them for review.

II. Homework Assignments - 5% of the grade

There will be several writing exercises assigned as homework, usually involving particular skills and/or discussion of issues arising from some documents. They will be designed to help you develop the skills and knowledge needed for the tests and the essay. They may be handwritten as long as your writing is clearly legible. Some will be required and some optional. Grades on optional assignments will be included only if they raise your average.
III. Essay on a Set of Historical Documents - 20% of the semester grade

A 3-5 page paper is due on Monday, April 26 on what can be learned from the documents in one section in the documents book (one set of documents, not one chapter). Specific instructions will be handed out at least a month before the assignment is due. Do not try to start it before then. This paper should be typed or printed unless you have special permission to do it in handwriting. I will not accept any papers sent by email attachment or on disk. Please do not put them in a folder; if you do, I shall throw it away.

IV. Tests - 70% of the semester grade

There will be three tests, including the final examination, based on both the reading and the class lectures. Two of the tests will count 25% of the semester grade; the lowest test grade will count 20%. Nothing will be on a test that does not involve information required for the study sheets, but some questions may be worded differently and may combine information from more than one chapter. Each test will involve a combination of short-answer, identifying, and short outline/mini-essay questions. The final exam will cover only material from the required chapters that were not included in the other tests. See “Explanation of Test Format” on the website for more information on the nature of these tests.

V. Extra Credit - up to 3 points of the semester grade

Extra credit (no more than three semester points) will be given for doing a good-faith attempt of optional homework assignments (one-half a semester grade point each) and for one or two page reports about lectures, movies, plays, or museum visits that relate to what we are covering (one point each). See “Extra Credit Activities” on the website for suggestions of activities and directions for the reports.

VI. Academic Honesty

All assignments and tests handed in at the University of West Georgia should reflect only the work of an individual student. This does not mean that students should not study together, only that each one should work alone when doing the final version of an assignment. Any use or paraphrasing of the ideas, information, or words of anyone else without crediting them is plagiarism and is a crime. A direct quote of the words (even only a few words) of someone else must be in quotation marks as well as have a note of its source. Any clear evidence of plagiarism or any other kind of cheating on a test or any other graded assignment will (after consultation with the student) result in a permanent zero for that assignment. See the section on the Honor Code in the Catalog or Uncatalog.
SCHEDULE

This schedule is tentative, so notice any changes on the weekly assignment sheets or announced in class. The exact test dates cannot be any sooner than the dates below but may be a little later.

January 6, 8 - Introduction
1. January 11, 13, 15 - Transformation of the West (Chapter 17)
Monday, January 18 - MARTIN LUTHER KING JR. HOLIDAY
2. January 19, 21 - Political Reconstruction (16A)
3. January 25, 27, 29 - Economic Reconstruction (16B)
4. February 1, 3, 5 - Industrialization (18A)
5. February 8, 10, 12 - Responses to the Problems of Industrialization (18B, 19)
6. February 15, 17, 19 - Late Nineteenth Century Politics (20)

TEST I, MONDAY, FEBRUARY 15
7. February 22, 24, 26 - Progressive Era (21)
8. March 1, 3, 5 - Expansion and World War I (22)
(March 1 is the last day to withdraw with a W.)
9. March 8, 10, 12 - The Twenties (23)
10. March 15, 17, 19 - The Depression and the New Deal (24)

TEST II, FRIDAY, MARCH 19
MARCH 22, 24, 26 - SPRING VACATION
11. March 29, 31, April 2 - World War II (25)
12. April 5, 7, 9 - The Cold War and Red Scare (26)
13. April 12, 14, 16 - The Fifties (27)
14. April 19, 21, 23 - The Sixties (28 and 29A)
15. April 26, 28 - The Late Sixties and Seventies (29B and 30)

ESSAY DUE, MONDAY, APRIL 26

Friday, April 30, 11:00-1:00: FINAL EXAM (TEST III)