



School of Liberal Arts

Mission

The School of Liberal Arts provides an innovative, multidisciplinary, student-centered, flexible curriculum that prepares the student for further study or work in a global economy. The School seeks to develop the student's learning through faculty engagement in cross-disciplinary teaching, research and service with a flexible curriculum that responds to increased globalization.

Course Number:	History 2112-15
Course Title:	Survey of United States History II
Term and Year:	Summer 2014 Session B
Professor:	Michael Gagnon
Office:	C2219
Open Door Times:	By mutual agreement between professor and student.
Professor's Contacts:	mgagnon@ggc.edu (mobile) 678-485-1697
Prerequisites:	Reading 0098
Course Location:	C1120
Meeting Time:	MTWR 6:00 to 8:30 PM
Required Texts:	Choose One of the following: James Roark, et al, <i>The American Promise: A Compact History since 1865</i> , Volume 2, 4 th Edition (Boston: Bedford/St. Martin, 2010). ISBN: 9780312534080. James Roark, et al, <i>Understanding The American Promise: A Brief History since 1865</i> , Volume 2, 1 st Edition (Boston: Bedford/St. Martin, 2011). ISBN: 9781457608483. James Roark, et al, <i>Understanding The American Promise: A Brief History since 1865</i> , Volume 2, 2 nd Edition (Boston: Bedford/St. Martin, 2014). ISBN: 9781457639821 General prices: New \$56-\$77, You may be able to find lower prices from your favorite online retailer. Additional REQUIRED readings in Primary Documents will be found online in the course D2L website

Course Goals and Objectives: *Students taking this course will learn to*

- Use critical thinking skills to critique and analyze historical data
- Develop writing and oral skills to present historical concepts and ideas
- Understand historical events over time and their connection to the present
- Develop an understanding of diverse cultural perspectives across history
- Cultivate an attitude of positive civic engagement, ethical responsibility from a local and global perspective

Course Outcomes: *Students completing this course should be able to:*

- Draw conclusions about historical events to determine cause and effect relationships
- Analyze and interpret primary and secondary resources.
- Present information derived from source material
- Communicate effectively in individual and/or group presentations
- Actively participate in group discussion
- Interpret and understand assigned reading materials
- Master knowledge of historical themes and events, and demonstrate how these events have shaped current affairs
- Understand the role of race, gender, ethnicity, religion and class in the evolution of American society
- Identify the historic role of America in the community of nations

Integrated Educational Experience (IEE) Goals:

The course goals and objectives that meet the following are in **BOLD**:

- **IEE1: Clearly communicate ideas in written and oral form.**
- IEE2: Demonstrate creativity and critical thinking in inter- and multi-disciplinary contexts.
- IEE3: Demonstrate effective use of information technology.
- **IEE4: Demonstrate an ability to collaborate in diverse and global contexts.**
- **IEE5: Demonstrate an understanding of human and institutional decision making from multiple perspectives.**
- IEE6: Demonstrate an understanding of moral and ethical principles.
- IEE7: Demonstrate and apply leadership principles.

**Grading Scale:
Out of 525 Points**

A 472 or more points (Excellent)	B 420 to 471 points (Good)
C 367 to 419 points (Fair)	D 315 to 366 points (Poor)
F below 315 points (Failure)	

Assessment Tools:

Course objectives and outcomes will be evaluated through

Behavior: Students must attend class in order to participate. Since participation is graded, I expect you to attend class regularly.

Consistent tardiness is not only rude, it is disruptive of your classmates learning processes. Therefore, anyone arriving after I have taken role for the class must check in with me at the end of class so I may consider if their explanation deserves an exception to the participation penalty. If you know you need to leave class early, you should tell the instructor at the start of class, and position yourself close to the door so as to minimize the disruption of class when you leave.

Roaming about class or leaving to the bathroom is also disruptive and will not be tolerated. Similarly, non-emergency uses of telecommunications are disruptive. Disrupting class in through excessive tardiness, roaming, texting or any other fashion may result in deductions from a student's participation grade.

Classroom Participation: Attendance counts 1 point of your required participation per class day, with actual participation added as 1-3 points depending on your level of participation. Absences, tardiness or disruptions in class will affect your participation grade. If you are not present and attentive, you cannot participate in classroom discussions or other activities. I will learn everyone's name over the course of the summer session so I will have a good idea of your abilities by the end of the course.

Online Quizzes: There will be 11 online quizzes, located in the quiz tool of our learning management system (D2L), which you should try to complete at least once prior to coming to class to help prepare you for that day's lesson. You have 20 minutes to answer 10 questions, and can take the quiz as often as you like until you earn the grade you desire. Your grade is the highest of your attempts, but each attempt will be a different quiz than the previous. Each quiz is activated at the end of the previous test and will be deactivated the moment we start our test of the period the quiz covers. You may not make up any missed quizzes; they will count as zeros. The quizzes can include multiple choice, sequence of events, map questions, essays, or short answer questions, at the instructor's discretion. Each quiz counts 10 points toward a total of 110 points from quizzes. There are also two assessments, of 10 points each, which count as extra credit. They too have deadlines; please check the quiz tool in our learning management system.

Tests: There will be THREE tests. The first test, on July 1, will count 100 points. The second test, taken on July 14, will count another 100 points. The third test, taken on July 21, is NOT cumulative and also will count 100 points. Make-ups for any missed test will take place at my discretion. If you know in advance that you must miss a test, you must contact me in advance to let me know. If you fail to contact me in a timely manner after missing a test, I will not permit the make-up. Written documentation of any excuse is always required to allow a make-up. All tests will include both objective and essay questions. 50% of each test will come from the essay.

Primary Document Project: The primary document project consists of two parts: 1.) Leading a classroom discussion of a photograph as a primary document selected from a list provided by the instructor on the day assigned; 2.) Writing an evaluation paper of the student selected topic based on the primary and secondary sources located by the student. Rubrics will be provided for each step of the project.

Photo Discussion Leadership: 25 points of your course grade will come from leading a short (10 minute) discussion of a historical photograph in class. Students will sign-up to lead a discussion of a document from the links embedded in the on-line syllabus, using the Group Tool in D2L. You should make your selection by June 24, on a first come, first served basis. If you fail to sign up, or fail to prepare in advance for your leadership, you will simply receive a zero for the assignment.

Photo Evaluation Paper: Each student will write a 3 **FULL** page source evaluation paper of the photograph (chosen by the student as a discussion leadership) as a primary document. You must use the web pages on evaluating photographs in analyzing your photo. Your evaluation paper should briefly summarize the event, analyze the importance of the photo as a primary document and then explore how secondary sources help you make sense of the event. At least one secondary source must be an article from a scholarly history journal, written since 1990. Spend no more than one page of your paper summarizing the event from your secondary sources. At least two pages should focus on analyzing the photo and how it "fits" into the event. The Photo Evaluation Paper is due July 9, at the start of class, and will count 75 points. Late submissions may receive up to a 20 point penalty per day late.

We will spend time in class learning to use the appropriate databases to locate scholarly history sources, which will include "America: History & Life" and "JSTOR". We will also discuss how to write in the history genre, so that students will master the basic writing conventions of the discipline.

Grading Summary:

Participation:	15 points
Discussion Leader:	25 points
Photo Evaluation Paper	75 points
Online Quizzes	110 points
Test 1	100 points
Test 2	100 points
Test 3	100 points
TOTAL	525 Points

Extra Credit Opportunities:

Participation:	1-3 points daily
Assessments	10 points each

Course Changes: The course syllabus provides a general plan for this course. The professor reserves the right to make changes to the syllabus, including changes to assignments, projects, case studies, examinations, and so forth, in order to accommodate the needs of the class as a whole and to fulfill the goals of the course.

Academic Integrity: Violations of academic integrity through cheating, plagiarism or any other means will result in a zero on the assignment, at a minimum, as well as referral to the Office of Student Integrity. The instructor reserves the right to assign more drastic penalties, such as course failure, depending of the severity of the infraction.

Important Dates:

June 23	First Day of Class
June 24	Drop/Add
June 23-24	Photograph Sign-Up
July 1	First Test
July 2-6	Independence Day (NO Class)
July 9	Photo Evaluation Paper Due
July 9	Last Day to Drop with a "W"
July 14	Second Test
July 21	Third Test/Last Day of Class

Academic Respect: Students are expected to abide by class policies and procedures and to treat faculty and other students in a professional, respectful manner. Students are expected to be familiar with the student conduct code published in the Student Handbook.

Technology Covenant

Course Materials and Grading: Technology will be used to deliver content, provide resources, assess learning, and facilitate interaction, both within this classroom and in the larger learning community.

You can expect to access the course materials and grades via D2L. Students should check D2L regularly, as course changes will always be announced and recorded on the course D2L site.

Communication

I want to have face-to-face conversations with you, when possible. However, we may need to establish a time and place via email or by phone.

I prefer that you contact me via GGC email for most situations. Expect me to respond within 24 hours to your message Monday through Thursday at Noon. Please make sure you include your course name and section number so I'll remember which class you belong to. Communications received after noon on Thursdays may wait until Sunday night for a response. Anytime I am away from campus (i.e., at a conference), my response may be irregular.

When corresponding by email, I will communicate with you using only your GGC email, which I expect you to check daily during the week, and at least once on the weekend. Emails from other domains (yahoo.com, gmail.com, hotmail.com,

etc.) will not receive replies due to the Family Educational Rights and Privacy Act (FERPA).

Expectations of Students: All students at GGC need to have access to a computer. If you do not possess one, computer labs are available on campus. I expect students to access course or individual communications within 1-2 days excluding weekends.

Technology Changes: This covenant provides a general guideline for the course. I reserve the right to make periodic and/or necessary changes to the covenant, including: technology use and communication channels, in order to accommodate the needs of the class as a whole and fulfill the goals of the course.

College/School Policies:

Affirmative Action and Equal Opportunity Statement: It continues to be the policy of Georgia Gwinnett College to implement affirmative action and equal opportunity for all employees, students and applicants for employment or admission without regard to race, color, creed, religion, national origin, sex, age, sexual orientation, veteran status or disability.

The college's affirmative action program and related policies are developed in compliance with federal and state laws listed in the college catalogue, and in conformance with these regulations Georgia Gwinnett College does not discriminate against any employee or applicant for employment or against any student or applicant for admission with regard to any opportunity for which the employee or student is qualified.

Every member of this college community is expected to uphold this policy as a matter of mutual respect and fundamental fairness in human relations. The policy has the unequivocal support of the Office of the President. All members of the staff, faculty, and student body are expected to ensure that nondiscriminatory practices are followed at Georgia Gwinnett College.

Americans with Disabilities Act Statement: Georgia Gwinnett College will provide reasonable accommodation to employees, applicants for employment, students, and patrons who have physical and/or mental disabilities, in accordance with applicable statutes. Georgia Gwinnett College will take affirmative action to employ and advance in employment persons who are qualified disabled veterans, veterans of the Vietnam Era, or other covered veterans. If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Center for Disability Services.

Academic Integrity: Georgia Gwinnett College students are expected to adhere to the highest standards of academic integrity and are expected to encourage others to do the same. Further, students are expected to take responsible action when there is reason to suspect dishonesty on the part of others. While it is not possible to list all acts of academic dishonesty, examples include knowingly performing, attempting to perform, or assisting another in performing any act of academic dishonesty; cheating; plagiarism; collusion; submitting previously submitted material; misrepresentation or falsification of material; misrepresentation of circumstances such as illness, conflicting responsibilities. Additional details on academic integrity are found in the college catalogue.

Academic dishonesty carries severe penalties ranging from a grade of "0" on the affected assignment to dismissal from Georgia Gwinnett College. Each faculty member at Georgia Gwinnett College bears the responsibility for assigning penalties for cases of academic dishonesty. Students may appeal a penalty as outlined in the Student Handbook.

Attendance Policy: Instructors are required to publish this policy in their syllabi:

The classroom experience is a vital component of the college learning experience. Interaction with instructors and with other students is a necessary component of the learning process. Students are expected to attend regularly and promptly all class meetings and academic appointments. Students who are absent from classes bear the responsibility of notifying their instructors and keeping up with class assignments in conjunction with instructor provisions in the course syllabus. An individual instructor bears the decision as to whether a student's absence is excused or unexcused and whether work will be permitted to be made up; the decision of the instructor in this case is final. Students who are absent because of participation in college-approved activities (such as field trips and extracurricular events) will be permitted to make up the work missed during their college-approved absences.

Individual instructors may establish additional attendance requirements appropriate to their course's context, e.g., lab attendance.

A student whose class schedule would otherwise prevent him or her from voting will be permitted an excused absence for the interval reasonably required for voting.

DATE	TOPICS	READINGS* Additional web readings found on D2L	ASSIGNMENTS
June 23	Course Intro & Reconstruction	Syllabus Promise: Ch 16	Choose Photo Assessment due Syllabus Quiz
June 24	New South & Old West	Promise Ch 17	Quiz
June 25	Gilded Age Political Economy	Promise Ch 18	Quiz
June 26	Urbanization & Immigration	Promise Ch 19	Quiz
June 30	Populism & Progressivism	Promise Ch 21	Quiz
July 1	Test 1 Evaluation Paper Discussion	Promise: Ch 20	All Previous Quizzes due
July 2 to July 6	Independence Day Holiday – No Class		
July 7	Imperialism & WW1	Promise Ch 22	Quiz
July 8	Jazz Age	Promise Ch 23	
July 9	Depression & New Deal Last Day to Withdraw	Promise Ch 24	Quiz Photo Eval Due
July 10	World War II Cold War Part 1	Promise Chs 25-26	Quiz
July 14	Test 2 Cold War Part 2	Promise Ch 27	WW1 thru WW2 Quizzes Due
July 15	Social Revolutions	Promise Ch 28	Quiz
July 16	Vietnam & Watergate	Promise Ch 29	Quiz
July 17	Post-Watergate America	Promise Ch 30	Quiz Assessment Due
July 21	Test 3		All remaining Quizzes Due

Course Objectives and Outcomes Matrix

Course Objectives <i>Students taking this course will learn to:</i>	Course Outcomes <i>Students completing this course should be able to:</i>	Assessment Tools
<ul style="list-style-type: none"> • Use critical thinking skills to critique and analyze historical data 	<ul style="list-style-type: none"> • Analyze and interpret primary and secondary resources • Draw conclusions about historical events to determine cause and effect relationships • Interpret and understand assigned reading materials 	<ul style="list-style-type: none"> • Discussion participation • Class Activity participation • Photo Evaluation project
<ul style="list-style-type: none"> • writing and oral skills to present historical concepts and ideas 	<ul style="list-style-type: none"> • Present information derived from source material • Communicate effectively in individual and/or group presentations • Actively participate in group discussion 	<ul style="list-style-type: none"> • Essay questions on Exams • Document Discussion Leadership role • Class Activity participation • Photo Evaluation project
<ul style="list-style-type: none"> • Understand historical events over time and their connection to the present 	<ul style="list-style-type: none"> • Master knowledge of historical themes and events, and demonstrate how these events have shaped current affairs 	<ul style="list-style-type: none"> • Class Activity participation • Photo Discussion participation • Quizzes • Exams • Photo Evaluation project
<ul style="list-style-type: none"> • Develop an understanding of diverse cultural perspectives across history 	<ul style="list-style-type: none"> • Understand the role of race, gender, ethnicity, religion and class in the evolution of American society 	<ul style="list-style-type: none"> • Discussion participation • Class Activity participation
<ul style="list-style-type: none"> • Cultivate an attitude of positive civic engagement, ethical responsibility from a local and global perspective 	<ul style="list-style-type: none"> • Identify the historic role of America in the community of nations 	<ul style="list-style-type: none"> • Discussion participation • Class Activity participation • Exams