

Instructor: Lynn Lansdown

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Office Location and Hours: STRONG 430, TTH 8-9. **BY APPOINTMENT IS BEST METHOD.**

Telephone: 417.836.5479 or 836-5511 (History Department) – Leave Message.

THIS SYLLABUS CONTAINS THE INFORMATION YOU NEED TO NAVIGATE THE COURSE. ALWAYS REFER TO THE SYLLABUS FIRST TO LOCATE THE ANSWERS TO YOUR QUESTIONS. IF YOU CANNOT FIND THE ANSWER TO YOUR QUESTION IN THE SYLLABUS, THEN PLEASE EMAIL YOUR QUESTION TO ME.

ABOUT THE COURSE

U.S. History Since 1877 (HST 122) Honors Course is a lecture-based general education course. No prerequisite courses are required; however, the course requires college-level reading, writing, and note-taking skills.

Course Description

General Education Course (Public Affairs/American Studies). Covers modernization of the United States and its role in world affairs from the late 19th Century to the present. 3 (3-0)

Course Objectives

Upon successful completion of this course the student should be able to:

- Compare and contrast major figures and movements from the periods of U.S. history under study
- Recognize important developments and trends that shaped American society from 1877 to the present
- Apply various types of history – biographical, political, diplomatic, constitutional, intellectual, social, and cultural – to provide a complex understanding of U.S. history
- Analyze a variety of historical materials and relate these materials to key issues covered in this course
- Demonstrate understanding of U.S. history at the survey level through tests, writing assignments, and projects

REQUIRED TEXTS and MATERIALS

The texts and materials listed here are required for this course.

- *The Waste Makers*, Vance Packard
- *The Cuban Missile Crisis: A Concise History*, Don Munton and David A. Welch
- *Smoking Typewriters: The Sixties Underground Press and the Rise of Alternative Media in America*, John McMillian
- *The Rise of the Right to Know: Politics and the Culture of Transparency, 1945-1978*, Michael Schudson
- Notetaking method: laptop or tablet AND paper to be used for taking notes, in-class activities, and other assignments.

Lecture and additional readings will be provided either through our Blackboard course as internet links or .pdf documents or as handouts in class. You are responsible for ensuring you have access to these documents and to alert me if you do not.

GRADING POLICY: Course Points and Letter Grade Equivalents

Your final grade for this course will be based on the following point breakdown.

A Category	B Category	C Category	D Category	F Category
A = 665-700	B+ = 607-629	C+ = 537-559	D+ = 455-490	F = 0-419
A- = 630-664	B = 583-606	C = 514-536	D = 420-454	
	B- = 560-582	C- = 491-513		

Only raw scores are posted on Blackboard. Blackboard tries to calculate equivalent letter grades, but my spreadsheet is much more precise and up-to-date than Blackboard. In accordance with FERPA, *any* time you wish to discuss your grade status, please let me know ahead of time and I will compile and communicate that information to you face-to-face.

COURSE ASSIGNMENTS: Expectations and Evaluation

Reflection Writings (5 at 25 points each)	125 points
Midterm Exam	100 points
Final Exam	125 points
<i>Waste Makers</i> Reading Quiz	25 points
<i>Cuban Missile Crisis</i> Reading Quiz	25 points
Think-piece essay and discussion questions	120 points
In-class Activity	150 points
Participation	30 points
Total:	700 points

Course Assignment Details

Exams – 225 points. You will take two (2) exams during the semester over the lectures and the assigned readings. The midterm exam (100 points) will be conducted in class during the midterm period. The exam's format will consist primarily of written identification terms but may also include a combination of multiple choice, true/false, and/or matching. The final exam (125 points) will consist of two parts: 1) a researched reflection paper (also known as a "take-home" exam) on key questions and themes discussed throughout the semester and 2) a short exam conducted in class during the final exam period. Study guides and rubrics will be provided for both exams. The final exam period is Thursday, December 14, 8:45 a.m. to 10:45 a.m. (see the Fall 2017 Final Examination schedule at <http://www.missouristate.edu/registrar/FA17FinalExams.htm>).

Reflections – 125 points. You will write personal reflections on course content throughout the semester. These reflections are worth twenty-five (25) points each. Your reflections can be informal in tone but should be deeply engaged and analytical in content. Reflections should mirror conversations that you and I could have about twentieth century US history – picture us sitting down for coffee to discuss history. These short writing assignments are designed to provide a comfortable forum through which you can ask questions, explore ideas, and voice *informed opinions*. I cannot stress the word *informed* enough. Your reflections should demonstrate that you have made a genuine effort to read the course materials, contemplate lecture and discussion content, and inform yourself about the complex nuances of the human story (history). Ten opportunities to post a reflection will be available throughout the semester. You are required to submit five (5) reflections for your Reflection assignment grade – two are mandatory, but you pick the remaining three. In addition, you may choose to submit a *sixth* reflection to be considered for extra credit. You will submit your reflections through our Blackboard course. All reflections are due on Sundays by 11:59 p.m. for the week they are due (specific dates are posted with the assignment). Reflections links will be posted in Weekly Folders 2, 3, 4, 5, 6, 9, 10, 11, and 12. **Weeks 9 and 10 are mandatory**; these will meet the History Department's required assessment. See individual submission links for specific instructions.

Reading Content Quizzes – 50 points. You will take two reading quizzes over the content of Vance Packard's *The Waste Makers* and Munton and Welch's *The Cuban Missile Crisis*. Both quizzes will be conducted in class only. If you miss one of these quizzes, you can make it up during the final exam period. You can only miss and make up ONE of these quizzes. You cannot miss and make up BOTH quizzes. If you miss both quizzes, you can make up the Packard *Waste Makers* quiz, but the *Cuban Missile Crisis* quiz will be assigned a grade of zero (0) points. Keep in mind that the question content of the makeup quiz will be completely different from the quiz conducted in class on the regularly scheduled date.

Reflection Paper and Discussion Questions – 120 points total. You will write a 3-5 page reflection paper on a twentieth century US historical topic of your choice from a specific decade. Your reflection should be a think piece, not a formal research paper, but it must be historical. Your analysis and observations should be thoughtful, engaged, and specific to course materials and content. In addition, you will submit five (5) questions about your topic that you would like raised during class discussion. You will be assessed on the potential for your questions to stimulate discussion, their relevance to your topic, and historical quality. For each of your questions that I ask during class discussion, you will receive an additional two (2) extra credit points. Specific instructions and requirements for the assignment will be provided. You will submit your assignment through the Blackboard links located in the Weekly folder of the date your project is due.

In-Class Activity – 150 points. You will complete a group activity with your classmates that will involve teamwork, research, and writing both during and outside of class; and in-class discussion and reflection over content and themes related to the *Smoking Typewriters* book and the 1960s. A study guide and rubric will be provided to you prior to the activity. The activity will span three class periods. You must be present for all three class periods to be eligible for full points. Missing one of the class periods will result in a zero (0) grade for that day.

Participation Grade – 30 points. The Participation grade is based primarily on class activity and is evaluated as follows:

- effort to participate, understand, and process course content
- depth of analytical thinking as reflected in class discussions, activities, and assignments
- respect for the learning process and for fellow classmates (body language is attentive, student behavior is not distracting to the class and the instructor, electronics are put away or set aside – student is taking notes and paying attention to the class, not constantly interacting with a phone, listening to headphones, or chattering with a neighbor)
- level of authentic engagement and enthusiasm in class activities and discussions
- whether there is frequent or excessive tardiness and/or frequent early departure
- willingness to communicate with instructor
- attendance

Any behavior considered by the instructor or by other students to be distracting (any non-class oriented behavior including, but not limited to, social media activity, gaming, web surfing, excessive talking, etc.) will result in penalty deductions from the student's Participation grade. Egregious and/or repeated distracting behavior, as well as repeated complaints about disruptive behavior, could result in a zero Participation grade for the student and could possibly be subject to further discipline.

I AM ALWAYS WATCHFUL FOR, AND DEEPLY IMPRESSED BY, A GENUINE WORK ETHIC. Your presence, preparedness, effort, attitude, and the quality of your work all contribute to your Participation grade.

Film viewing assignments and your Participation grade

Occasionally we will view footage in class that is relevant to the historical topic being discussed at the time. Sometimes this footage is required viewing for assignments. Attendance is expected. The timing and scheduling of these required viewings will be announced in advance so that you can plan accordingly. If you cannot attend these required in-class viewings, inform me as soon as possible so that I can direct you to other viewing options. **FIVE (5) POINTS WILL BE DEDUCTED FROM YOUR PARTICIPATION GRADE IF YOU ARE ABSENT DURING A REQUIRED VIEWING DAY.** These deductions will be *in addition to* any deductions made for your fifth or greater absence (see Attendance Policy).

Extra Credit

Extra credit point opportunities are built into several assignments. **DO NOT ASK FOR EXTRA CREDIT!**

ATTENDANCE and MAKEUP POLICIES**Attendance Policy**

Because class attendance and course grade are demonstrably and positively related, the University expects students to attend all class sessions of courses in which they are enrolled.

For this course, you are allowed **four (4) absences** throughout the semester without penalty. It is your choice as to how you use them. A courtesy note to me that you will not be attending will be much appreciated but is not required. **With your fifth (5th) absence, five (5) points will be deducted from your Participation grade. Three (3) points will be deducted for your sixth and each subsequent absence.** Remember that you remain responsible for completing all assignments on time and for keeping up with readings and coursework; also remember that course policies about makeups apply if your absence causes you to miss an assignment.

Makeup policies

Makeup options are available for the **Reading Content Quizzes**. See the **Course Assignment Details** section for more information.

Any work conducted during class, including impromptu writings, discussions, pop quizzes, or other activities, cannot be made up under any circumstances. I reserve the right to change the syllabus, the assignments, and the schedule, and I reserve the right to conduct quizzes and other in-class activities without prior notice. **However, the following note is CRITICALLY IMPORTANT: YOU ARE RESPONSIBLE FOR COMMUNICATING WITH ME AS SOON AS POSSIBLE** if you experience significant family and/or other compelling circumstances (such as major illness/hospitalization or a death in the immediate family). The sooner you communicate with me, the sooner we can discuss available options to ensure your continued positive participation in the course.

Inclement weather policy

We live in southwest Missouri – that means snowstorms, ice-covered roads, tornadoes, or flash floods. Should there be any reason why I cannot be here even if MSU is holding classes, I will email you as soon as possible and will also post an announcement on Blackboard with instructions on how we will conduct the class through Blackboard. **You are responsible** for checking your email and the Announcements section of Blackboard frequently to remain informed during situations/incidents of inclement weather.

UNIVERSITY and COURSE POLICIES**Emergency response statement**

At the first class meeting, students should become familiar with a basic emergency response plan through a dialogue with the instructor that includes a review and awareness of exits specific to the classroom and the location of evacuation centers for the building. All instructors are provided this information specific to their classroom and/or lab assignments in an email prior to the beginning of the semester from the Office of the Provost and Safety and Transportation. Students with disabilities impacting mobility should discuss the approved accommodations for emergency situations and additional options when applicable with the instructor. For more information go to <http://www.missouristate.edu/safetran/51597.htm> and <http://www.missouristate.edu/safetran/erp.htm>.

Statement on disability accommodation

To request academic accommodations for a disability, contact the Director of the Disability Resource Center, Meyer Library, Suite 111, 417-836-4192 or 417-836-6792 (TTY), www.missouristate.edu/disability/contact.htm. Students are required to provide documentation of disability to the Disability Resource Center prior to receiving accommodations. The Disability Resource Center refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, 417-836-4787, <http://psychology.missouristate.edu/ldc>.

Statement of nondiscrimination

Missouri State University is an equal opportunity/affirmative action institution and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, 417-836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at www.missouristate.edu/equity/.

Religious accommodation

The University may provide a reasonable accommodation based on a person's sincerely held religious belief. In making this determination, the University reviews a variety of factors, including whether the accommodation would create an undue hardship. The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the University. Students who expect to miss classes, examinations, or other assignments as a consequence of their sincerely held religious belief shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. **It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to the instructor by the end of the third week** of a full semester course or the end of the second week of a half semester course.

Statement on the importance of mental health

Optimum mental health is vital to optimum academic performance. As a student you may experience a range of personal issues that can impede learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. Missouri State University's Counseling Center provides a variety of resources to assist you should you find yourself in need of their services. You can learn more about free and confidential Missouri State University Counseling Center services available to assist you at <https://counselingcenter.missouristate.edu/>.

Statement on academic integrity

This course has zero tolerance for academic dishonesty. No student shall engage in behavior that, in the judgment of the instructor, can be construed as academic dishonesty. This can include, but is not limited to, plagiarism, copying, unauthorized assistance, the unauthorized acquisition of tests or other academic materials, and/or distribution of these materials. This policy applies to all students who aid, abet, or attempt such behavior. Consequences for plagiarism and other forms of academic dishonesty will be determined by the instructor and can include 1) an F for the work involved 2) an F in the course 3) referral to college authorities for further discipline.

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university's academic integrity policy plus additional, more specific policies, for each class. The University policy, formally known as the "Student Academic Integrity Policies and Procedures" is available online at http://www.missouristate.edu/policy/Op3_01_AcademicIntegrityStudents.htm and also available at the Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Statement on intellectual property

Lecture materials for this course are provided as a courtesy to you. They are the instructor's intellectual property and, therefore, distribution of these materials to third parties is prohibited. Distribution or sale of recordings or other course materials is prohibited without the written permission of the instructor and other students who are recorded. Distribution without permission is a violation of copyright law and the Code of Student Rights and Responsibilities (Sections 4.6, 4.8, 4.9). If a student is found to violate this policy, the Dean of Students will be notified, and the courtesy of providing course lecture notes for the entire class will be immediately revoked.

Dropping a class

It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 417-836-5520. See Academic Calendars (<http://calendar.missouristate.edu/home/academic>) for deadlines.

Cell phone policy

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, **the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes.** All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. **[THIS MEANS DON'T DO IT! FREQUENT AND BLATANT VIOLATIONS OF THIS POLICY WILL RESULT, AT INSTRUCTOR DISCRETION, IN A FIVE to FIFTEEN (5 to 15) POINT DEDUCTION FROM YOUR PARTICIPATION GRADE!]** Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

Title IX Policy

Missouri State University has a Title IX policy that guides our response to instances of sexual violence. Sexual Violence includes: Rape, Sexual Assault, Sexual Misconduct, Sexual Discrimination, Domestic Violence, Dating Violence, Stalking, Sexual Harassment and Pregnancy issues. The Title IX policy can be located on the MSU Title IX website at

www.missouristate.edu/titleix/. This website is also a good resource for any questions or issues involving Title IX and contains contact information for the MSU Title IX Office and staff. Read an [overview of the Title IX office](#) here.

If an MSU student discloses a Title IX related issue to an MSU faculty or staff member who is deemed to be a “Responsible Employee” under the policy, that faculty or staff member is required to report such disclosure to the Title IX Coordinator. A responsible employee includes any employee who has the authority to take action to redress sexual violence; who has been given the duty of reporting incidents of sexual violence or any other misconduct by students to the Title IX Coordinator or other appropriate school designee; or whom a student could reasonably believe has the authority or duty to take action. Taylor Health employees and MSU Counseling Center Clinicians are not considered to be Responsible Employees under the policy, and therefore, are not required to report Title IX issues to the Title IX Coordinator.

ACCREDITATION COMPETENCIES INFORMATION

This course demonstrates History competencies across all the objectives listed on the following Missouri State University Department of History Website, including MOSTEP, Conceptual Frameworks, Specialty Areas and National Council for the Social Studies (NCSS):

NCATE-NCSS/DESE/CF Standards for History 121 and 122

The syllabi for History 121 and 122 demonstrate history competencies across all objectives, including:

- MOSTEP 1.2.1.1: knowledge of the discipline applicable to the certification area(s) as defined by Subject Competencies for Beginning Teachers in Missouri
- CF 2: subject matter: knowledge of subject matter discipline content and the ability to integrate content with pedagogy appropriate to the candidate’s field of study
- Social studies as a field of study (1997 SSC: 1.1-2; NCSS: themes 1.1 through 1.10; Discipline-Specific Standards 2.1-2.5; PRAXIS II: 0081: no overt alignment; Mo 9-12 SS GLE no overt alignment)
- SA 1.1: the definitions and purposes of social studies (including history, geography, economics, political science, anthropology, psychology and sociology)
- SA 1.2 b: the themes and concepts drawn from social studies: time, continuity and change

These courses address the following accreditation requirements:

- M- 1.2.1.1 (detailed above)
- SA- 1.1 (detailed above)
- 3: continuity and change in the history of Missouri, the United States and the world (1997 SSC: 3.1-5; NCSS: 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.5.2, 1.5.3, 1.5.7, 2.1.1, 2.1.2; SS2; PRAXIS II: 0081: I, II; Mo 9-12 SS GLE 2)
 - 3.1: key historical concepts, including time, chronology, cause and effect, change, conflict and point of view.
 - 3.4: the link between human decisions and consequences.
 - 3.5: current and historical examples of the interaction and interdependence of science, technology and society in a variety of cultural settings.
- 7: relationships of individuals and groups to institutions and cultural traditions (1997 SSC: 7.1-5; NCSS: 1.1.1, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.4.5, 1.4.6, 1.4.7, 1.4.8, 1.4.9, 1.5.1, 1.5.2, 1.5.3, 1.5.4, 1.5.5, 1.5.6, 1.5.7, 1.8.1, 1.8.3, 1.8.4, 1.8.5, 1.9.1, 1.9.2, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.6, 2.5.7, 2.5.8, 2.5.9; SS6; PRAXIS II: 0081: VI; Mo 9-12 SS GLE 6)
 - 7.2: how to recognize and use cultural universals to analyze one’s own and other’s cultures
 - 7.4: interactions among diverse individuals, groups, institutions and cultures
- 8: social science tools and inquiry (1997 SSC: 8.1-5; NCSS: 1.5.8 (and others), 2.1.3, 2.1.4, 2.1.6, 2.1.7, 2.2.17, 2.2.16, 2.5.12, 2.5.11, 2.5.10; G 1 and 2; SS7; PRAXIS II: 0081: no overt alignment; Mo 9-12 SS GLE 7)
 - 8.4: how to interpret, classify, analyze and evaluate data
- CF- 2: subject matter: knowledge of subject matter discipline content and the ability to integrate content with pedagogy appropriate to the candidate’s field of study.
- CF- 4: reflective skills: communication skills, critical and creative thinking abilities and other skills crucial to reflective decision-making.
- CF- 9: diversity: the ability to skillfully facilitate and promote the learning of all students, including those from diverse cultural, racial and economic backgrounds, and those with disabilities.
- NCSS- 1: culture: programs include experiences that provide for the study of culture and cultural diversity
- NCSS- 2: time, continuity and change: programs include experiences that provide for the study of the past and its legacy
- NCSS- 5: individuals, groups and institutions: programs include experiences that provide for the study of interactions among individuals, groups and institutions
- NCSS- 6: power, authority and governance: programs include experiences that provide for the study of how people create, interact with and change structures of power, authority and governance
- NCSS- 8: science, technology and society: programs include experiences that provide for the study of relationships among science, technology and society
- NCSS- 9: global connections: programs include experiences that provide for the study of global connections and interdependence.