AMERICAN HISTORY (1877- Present)
History 122 Spring 2019
122-006 (11:15-12:05)
122-009 (2:30-3:20)

************These are both now blended classes. The first week of class the whole class will meet together at the stated times. Then starting on Monday August 24th half of the Class will meet on Mondays/ half will meet on Wednesdays. This split will be announced during the first week of class. The day you are not in class and on Fridays there will be audio power points and discussion boards over secondary and primary sources to discuss. Please check email and blackboard often as I will post announcements at least once a week.

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Office Hours: Mondays 12:15-2:15 Via zoom or email anytime

Required Text
Unfinished Nation Vol 2

COVID 19 Alert:
“Missouri State University has a COVID-19 Masking Policy. Masks are required to be worn in all academic buildings – in the hallways, elevators, classrooms, restrooms, study areas – everywhere inside of academic buildings. This is an academic building and you are required to wear a mask. If you do not have one – I can provide it today, but after today you must arrive to class with a mask on in order to be admitted to the class. Students who have not been granted an accommodation and who refuse to wear a mask while in the classroom are subject to administrative withdrawal consistent with the Class Disruption policy.”

COURSE DESCRIPTION
General Education Course (Public Affairs/American Studies). Modernization of the United States and its role in world affairs from the late 19th Century to the present, with emphasis on industrialization and urbanization and their impact on socioeconomic and international developments

General Education Goals
The goals of the general education program are reproduced below. All sections of History 121 and 122 are designed to meet the goals in bold. A comprehensive overview of the general program at Missouri State is available on the general education page. (http://www.missouristate.edu/GeneralEducation/Faculty_Senate_Approved_GenEd.htm)

1. Identify the rights and responsibilities they have in their own communities and the broader society
2. Recognize the ways in which they can exercise their rights and responsibilities
3. Understand, critically examine, and articulate key similarities and differences between their own cultural practices and perspectives and those of other cultures, past and present
4. Analyze the role that different languages, cultures, institutions, and beliefs have in shaping individual and collective behavior.

Part one: intellectual abilities and dispositions
Improving our ability to make important choices involves attention to the intellectual skills, habits and dispositions which help to guide such choices. General education has as a goal of student learning the development of the following:

1. Conceptual and practical understanding of modes of learning, problem-solving and creative inquiry
2. Information-gathering, reasoning and synthesizing abilities
   1. Skill in formulating questions and in setting goals for inquiry
   2. Knowing how and when to make generalizations and value judgments
   3. Skill in generating and evaluating observations and evidence
   4. Skill in making deductive inferences
   5. Ability to use relevant quantitative methods
3. Reflective, creative and critical dispositions
   1. Striving to be well-informed and open-minded
   2. Looking for multiple possibilities and being able to deal with ambiguity
   3. Striving to achieve one’s best with persistence and imagination
   4. Willingness to make choices and to evaluate those choices
   5. Intellectual self-awareness: being conscious of one’s own thinking process, including the cultural and social contexts of that thinking
4. Communication skills
   1. Writing and speaking with clarity and precision for diverse audiences
   2. Making use of computers and other technological tools
   3. Interpreting and communicating visual information

Part two: knowledge and understanding
Developing educated people requires intensive study in many areas of inquiry as well as interdisciplinary explorations. The process involves different modes of scholarly discourse and methods of inquiry that have evolved in various fields of study. General education provides students with an opportunity to perceive ways of linking the various areas of inquiry; in this way, they can make creative and responsible connections not only among all of their general education courses, but also among major, minor and elective courses and co-curricular educational opportunities in the larger university community. The categories listed below should not be regarded as separate from one another but as interdependent areas of knowledge and understanding.

A. Understanding of the natural world
Study of the natural world provides an understanding of important principles and
methodologies for making choices. Such study includes the following:

1. Knowledge of the physical universe, including its origin and the physical laws governing it
2. Knowledge of living systems, including their nature, organization and evolution
3. Understanding the history and methods of scientific inquiry and alternative explanations of the natural world
4. Understanding the multiple influences on scientific inquiry and the consequences of science and technology
5. Understanding the ways human choices affect the earth and living systems and the responsibilities of individual citizens and communities to preserve global resources

B. Understanding of culture and society

Informed choices require knowledge of what people have done and imagined, currently as well as historically. Choices are also tempered by knowledge of the social and cultural settings in which they are made or were made in the past. This learning includes the following:

1. Knowledge of the many expressions of culture, including understanding of the unique shared ways of thinking, believing and acting, developed by a people who live together over a long period of time; ability to conceptualize and trace the influences of community, institutions and other constructions such as class, gender and race; familiarity with the ways in which culture is expressed artistically, through literature, performance and artifact; and awareness of and appreciation for the ways in which culture and society influence and are influenced by work and leisure
2. Understanding the sources and expression of diverse values throughout the world, including ethical, religious, aesthetic, political, and economic values as well as social and cultural priorities
3. Ability to trace the impact of technology on societies and cultures for diverse audiences
4. Understanding the ways human choices affect communities, from local to global, and responsibilities of individuals to assume the duties of citizenship
5. Understanding the role of governmental regulation and of legal requirements, political processes, and financial and economic influences on decisions of individuals and society

C. Self-understanding

To make informed choices, one must understand the natural and the social context in which one lives and must heed the ancient injunction to "know thyself." That self-understanding depends on the following:

1. Understanding the nature of our humanness and how human beings are like and different from the other beings with whom they share the planet
2. Knowledge of individual physical, emotional, intellectual, social and creative development as well as ability to use such knowledge to improve personal well-being
3. Knowledge of individual physical, emotional, intellectual, social, historical, spatial and cultural matrices into which the individual is born; and the influence of the unique set of experiences which the individual encounters

Ability to perceive one’s own being not only from cognitive perspectives but also from those perspectives which come from exposure to and creative vision of the arts to imagine the possibilities the future holds and to develop responsible goals for interactions with others, modes of personal expression and roles in improving the world

**MY COURSE GOALS FOR YOU**

I have four main goals in teaching this class. First, I want you to learn the major themes of U.S. History. I will not expect you to memorize lots of useless dates, places, and names, but I will expect you to understand the major themes and events that shaped American history. Second, I want you to improve your writing skills. I think that on the most practical level, teaching you how to write well – both in constructing an argument/thesis and in basic style and grammar – is the most applicable “real world” skill I can teach you. I know that the majority of you are not History majors, but I can promise you that whatever career path you choose, it will be imperative that you know how to effectively and efficiently communicate through the written word. Third, I want you to begin building critical thinking and analytical skills. These assignments are all specifically designed to help you interpret and judge historical events. Fourth, I hope to instill in you a sense of connection to the past. This connection to the past would ideally urge you to become more interested in current events, and it may even help you realize just how applicable and relevant history is in our day-to-day lives.

**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. 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.

**Emergency Response**

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 e-mail prior to the beginning of the fall 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.

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 836-5520.

Faculty may also wish to include relevant drop deadlines. See Academic Calendars (www.missouristate.edu/registrar/acad_cal.html) for deadlines.

AUDIO and VIDEO RECORDING

Students may make audio or video recordings of course activity with instructor permission. However, the redistribution of audio or video recordings from the course to individuals who are not students in the class is prohibited without the express permission of the faculty member and any of the students who are recorded.

ACADEMIC HONESTY

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 student honor code, Student Academic Integrity Policies and Procedures 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.

Non-Discrimination

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/](http://www.missouristate.edu/equity/).

Disability Accommodation

If you are a student with a disability and anticipate barriers related to this course, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource Center (DRC) ([https://www.missouristate.edu/disability/](https://www.missouristate.edu/disability/), Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish your accommodation plan. The DRC will work with you to establish your accommodation plan, or it may refer you to other appropriate resources based on the nature of your disability. In order to prepare an accommodation plan, the University usually requires that students provide documentation relating to their disability. Please be prepared to provide such documentation if requested. Once a University accommodation plan is established, you may notify the class instructor of approved accommodations. If you wish to utilize your accommodation plan, it is suggested that you do so in a timely manner, preferably within the first two weeks of class. Early notification to the instructor allows for full benefit of the accommodations identified in the plan. Instructors will not receive the accommodation plan until you provide that plan, and are not required to apply accommodations retroactively.

**COVID 19 INFO**

If things progress like they did last semester, in that ½, or all of the semester is moved to online, we will be using Blackboard for everything. Since this is the case you will need access to some sort of computer and internet access. It will not be an assigned time, that should help. In the spring of '20, I utilized Blackboard with audio Power Points for the lecture stand ins. Quizzes and exams were also done through Blackboard and will be again. Any outstanding papers that need to be turned in will be done so on Blackboard. The paper over the Civil Rights movement was also all online, research and turn in. While it was not the ideal situation it worked out well under the circumstances. So, if it come to this again be sure to check Blackboard regularly as well as your MSU email. It will be updated throughout the semester if we move to online only. More to come if need be.

**MASKING**

Everyone needs to be in a mask in order for class to begin. If you do not have one there are some in the depart offices go get one before class. The second
time you come to class without a face covering you will be administratively dropped from my class. This also means absolutely no eating or drinking in the classroom.

**ASSIGNED SEATING**
The University is requiring a seating chart for the fall semester. This is for contact tracing if need be. This will also help me with the daily attendance. This will start on Monday Aug. 24th. Please find a seat that works for you as far as your particular needs.

**GRADES**
Grades are based on a 100-point scale. There will be 2 Exams a midterm and a final both worth 200 points. There will be 3 Quizzes each worth 50 points. However, I will only count 2 in the final grade and will drop the lowest quiz score. There is one paper that will be 100 points. There is one Book Review worth 50 points. There are 7 Discussion Boards worth 40 points each. I will drop the lowest 2 of these assignments to make 5 grades instead of 7. There is a total of 850 points in the class.

A 93-100%  A- 90-92  B+ 87-89  B 83-86  B- 80-82  C+ 77-79  C 73-76  C- 70-72  D+ 67-69  D 60-66  F below 60

Mid-Term ____ (200)  Final Exam ____ (200)

Total points for exams ______ (400)

Quiz 1 ____ (50)  Quiz 2 ____ (50)  Quiz 3 ____ (50)

Total for quizzes out of 2 (lowest dropped) _______ (100)

Book Review _____ (50)

Writing Assignment ____ (100)

Discussion Board 1____ (40)  DB2 ____ (40)  DB3 ____ (40)  DB4 ____ (40)  DB5 ____ (40)  DB6 _____ (40)  DB7 ______ (40)

Total for DB’s out of 5 (I will drop the lowest score) ____ (200)

Total _____ (850)
Assignments
In the class there will be 7 Discussion Boards on Blackboard. Discussion Board Assignments will not be accepted late and the board will close on the day it is due. The Discussion Boards are given with lots of notice and the dates are clearly marked in this syllabus for easy reference. **So, there is no way to make up missed discussion boards.** Do them early so that if you have a problem or concern you will not miss the close date and time. Out of these 7 DB’s I will drop one of the scores and only count 5 for scoring. This way if you are gone on the one in class or miss a deadline for the discussion board you have one freebie. Remember NO MAKEUPS.

**PARTICIPATION**
Attendance is usually required and graded in my class. Because of Covid 19 I do not feel comfortable doing this. I DO NOT want you coming to class sick. I know some will take advantage of this and not come to class. THIS IS TO THEIR DETRIMENT. The number one factor in your grade is your attendance. I have been teaching for over 20 years and at the college level for almost 10 trust me I know things. If you do miss due to an illness you are responsible for getting the required material and notes. Find someone in class to get notes from if you miss. Makeup quizzes and exams will be very difficult this year I have a no makeup policy, so if you are really sick on those days shoot me an email and when you return with your covid negative results we will makeup the quiz/exam or find other ways for you to makeup those points. Come to class unless you really think you may be sick in that case go to the MSU clinic and be tested. I am not allowed to let anyone I feel is sick sit in class. As far as in class participation I feel we all learn the best when we are free to give and receive different ideas and perspectives. Comments and questions are always encouraged.

**EXAMS**
There will be two exams. The exams will consist of three parts. The first part will be multiple choice. The second part will ask you to identify several important terms. These terms may include any significant person (or group of people), event, or concept. These “IDs” will be discussed in lectures, and they will also appear in your textbook and other assigned readings. The third part of the exam will consist of an essay question that will require you to think broadly and analytically.

**QUIZZES**
There will be 3 quizzes. As with the Exams there are NO MAKEUPS. The quizzes are listed in the schedule so make sure to be here. I will drop the lowest of the quizzes, only 2 will count towards your grade.

**MAKE-UP EXAMS**
There will be NO make-up exams. This is usually my policy with covid if there is a medical reason we can work around it this semester with a valid doctors note.
The following is the schedule for the class. While I hope to stay on schedule each class is different and learns differently so the topics discussed may not follow exactly. The things that will always remain the same are the Discussion Boards, Friday schedules, quizzes and the exams. Covid Update: I will still follow this schedule if we go online it will just all be through blackboard.

LECTURE SCHEDULE- Can change timing of content tests and quizzes will not change

WEEK ONE

Monday 8/17 - Introduction
Wednesday 8/19 - West movement and Women in the American West and Native Removal - CHP 16
Friday 8/21 - West movement and Women in the American West and Native Removal -- CHP 16 Assign Discussion Board #1

WEEK TWO

Monday 8/24 - Industrial Revolution and workers part 1 CHP 17 Assign Book Review
Wednesday 8/26 - Industrial Revolution and workers part 1 CHP 17
Friday 8/28 – Workers part 2 and 3 CHP 17 and 18 Db #1 due by 11:59pm

WEEK THREE

Monday 8/31 Spanish American War and Segregation CHP 19 and 15
Wednesday 9/2 - Spanish American War and Segregation CHP 19 and 15
Friday 9/4 Activism and Politics CHP 19 and 20 Assign DB# 2

WEEK FOUR

Monday 9/7 – No Class Labor Day (you will need to go through WW1 part 1 on blackboard)
Wednesday 9/9 WWI Part 1 CHP 21
Friday 9/11- WW1 part 2 CHP 21

WEEK FIVE

Monday 9/14 WWI part 3 Treaty and the Flu CHP 21
Wednesday 9/16 WWI part 3 Treaty and the Flu Chp 21
Friday 9/18 – Quiz #1 and DB #2 is due 11:59pm
WEEK SIX
Monday 9/21 Factors of Great Depression and Bonus Army CHP 23
Wednesday 9/23 – Factors of the Great Depression and the bonus Army CHP23
Friday 9/25- Culture and Politics of the 1920’s CHP22 Assign DB#3

WEEK SEVEN
Monday 9/28- New Deal Part 1 CHP 24 and discuss midterm
Wednesday 9/30- New Deal Part 1 CHP 24 and discuss midterm
Friday 10/2- New Deal part 2 and DB #3 is due by 11:59pm

WEEK EIGHT
Monday 10/5 Midterm CHPS 15-24
Wednesday 10/7- Midterm CHPS 15-24
Friday 10/9- No Class Fall Break

WEEK NINE
Monday 10/12 WWII part 1 CHP 25 Book Review due by 11:59pm
Wednesday- 10/14 WWII part 1 CHP 25
Friday- 10/16 WWII part 2 and 3 CHP 25 DB 4 (watch video and comment on discussion board) due by Monday 10/19 at 11:00 am

WEEK TEN
Monday 10/19 WWII part 4 at Home and Nuremberg trial CHP25 and assign Civil Rights Paper
Wednesday 10/21 WWII part 4 at Home and Nuremberg trial CHP25 and assign Civil Rights paper
Friday 10/23 Assign DB 5 and Begin looking for sources for paper

WEEK ELEVEN
Monday 10/26 Cold War CHP 26 assign DB #6
Wednesday 10/28 Cold War CHP 26
Friday 10/30 Life in the US and the East during 1950’s and Space Race DB 5 Due 11:59 pm

WEEK TWELVE
Monday 11/2 Korea CHP 27
Wednesday 11/4 Korea CHP 27
Friday 11/6 Eisenhower CHP 27 DB #6 due by 11:59pm Quiz #2

WEEK THIRTEEN

Monday 11/9 Civil Rights Movement CHP 27 and 28
Wednesday 11/11 Civil Rights Movement CHP 27 and 28
Friday 11/13 Kennedy and Johnson, Vietnam CHP 27 and 28 and 29

WEEK FOURTEEN

Monday 11/16 Nixon CHP 29 and 30
Wednesday 11/18 Nixon 29 and 30
Friday 11/20 Carter and the Middle East Quiz #3 Bush and Clinton CHP 30 and 31 Quiz #3

WEEK FIFTEEN

Monday 11/23 Reagan and the end of the Cold War CHP 30 Paper due by 11:59pm
Wednesday 11/25 NO Class
Friday 11/27 No Class

WEEK SIXTEEN

Monday 11/30 Bush and Clinton CHP30 and 31 Go over final Assign DB #7
Wednesday12/2 Bush and Clinton, go over Final
Friday 12/4 No Class. War on Terror PowerPoint and DB 6 is due by Sunday 12/6 11:59pm

FINAL EXAM WEEK

122 -006 at 11:00-12:15 is on WEDNESDAY December 9th 11:00-1:00

122-009 at 2:30-3:20 is on MONDAY December 7th 1:15-3:15