

Pitt State Pathway

(Undergraduate Course Numbers through 699)

Please check only one:

- Course is **currently** a “General Education” course
- Course is listed in the current catalog, but is **NOT** a “General Education” course
- New course that is **NOT** listed in the current catalog and has **NOT** been legislated through PSU Faculty Senate and/or KBOR
- A. Submission date: **December 18, 2018**
- B. Department: **HPSS**
- C. College: **Arts and Sciences**
If two or more Colleges, please indicate which Colleges will be involved in teaching the course:
Click or tap here to enter text.
- D. Name of faculty member on record for the course (may be Coordinating Professor or Chair):
Bonnekessen
(As faculty of record, I verify all sections agree to address the Core or Essential Studies Element and corresponding Learning Outcome as indicated below.)
- E. Course prefix: **HIST**
- F. Course number: **202**
- G. Credit hours: **3**
- H. Title of course: **American History From 1865**
Is this a change in the title of the course? **No**
(If “Yes,” a Revision to Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)
- I. Will this course require a new course description? **No**
(If “Yes,” please insert new course description here. A Revision of Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)
Click or tap here to enter text.
- J. Does this course include a co-requisite laboratory course: **No**
If “Yes”, please provide the co-requisite course name and number:
Click or tap here to enter text.
- K. Will this course be available on-line: **No**
If “Yes”, please provide a detailed explanation: **Click or tap here to enter text.**
- L. Semester(s) course will be offered (choose all that apply): **Fall and Spring**
- M. Prerequisite(s): **none**
- N. Co-requisite(s) —other than lab course named above: **none**

O. Select the *Pitt State Pathway* **Core Element** or **Essential Studies Element** based on the identified Learning Outcome to be covered in the course (choose only **one** set):
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document)

Select Only One Element

- Communication
 - **Written Communication**
 - Students will communicate effectively.
- Communication
 - **Verbal Communication**
 - *Students will communicate effectively.*
- Quantitative/Analytic Methods and Scientific Literacy
 - **Quantitative/Analytic Methods**
 - *Students will analyze data logically.*
- Global Understanding and Civic Engagement
 - **Human Experience within a Global Context**
 - *Students will explore global systems conscientiously.*
- Global Understanding and Civic Engagement
 - **Human Systems within a Global Context**
 - *Students will explore global systems conscientiously.*
- Global Understanding and Civic Engagement
 - **Natural World within a Global Context**
 - *Students will explore global systems conscientiously.*
- Personal and Professional Behavior
 - **Wellness Strategies**
 - *Students will model productive behaviors purposefully.*

P. Will the course address a **Companion Element**? **Yes**
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

If “Yes,” please select one: Diverse Perspectives within a global context

Q. What is the highest anticipated level of student achievement for the stated learning outcome(s) common across all sections of the course? Note: Sample assessment strategies will be submitted on the representative syllabus. Benchmark
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

R. Please submit course syllabus as an attachment, highlighting the following items: course objectives related to Learning Outcome(s), assessment strategies (e.g. exams, course project, etc.), and assessment tool(s) to be used to measure student achievement.

Legislative Process
Authorization and Notification Signatures
(Electronic signatures accepted)

Department Chairperson Approved Not Approved

_____ 4.Feb., 2019
Department Chairperson Signature Date

Faculty Senate General Education Committee Approved Not Approved

Faculty Senate General Education Chairperson Signature Date

Faculty Senate Approved Not Approved

Faculty Senate Recording Secretary Signature Date

Note: Each College curriculum representative will notify their respective College and Department(s) of the completion of the approval process.

*Originating Department: Please **complete** the entire form, acquire the Chairperson's signature, and save as **PSP.ABC123.Form**. Save the syllabus to be attached as **PSP.ABC123.Syll**. Email the completed form and attachments to psupathway@pittstate.edu.

Naming convention: PSP.ABC123.Form PSP = Pitt State Pathway. ABC123 = Course abbreviation and number

DEPARTMENT OF HISTORY
College of Arts and Sciences
Fall 2018

HIST 202-01 American History from 1865
Day and Time: MWF 11, 301 Russ Hall

Dr. John L.S. Daley
Office: 306E Russ

Office Hours: MW 10-11, 12-1. If these times don't work for you contact me and we'll arrange something that does.

Contact Information: 235-4311; jdaley@pittstate.edu. **Do not contact me via Canvas, but by regular email.** The Canvas and Zimbra programs aren't all that compatible, and I've had quite a few messages go where socks go when you put them in the dryer.

Catalog Course Description: The emergence of modern America, 1865 to the present.
Prerequisites: None

Students who successfully complete this Pathway History course will be able to:

- Demonstrate an adequate ability to **describe** objective historical facts pertaining to the topic covered by this course; and
- Demonstrate an adequate ability to interpret the "why" and "so what" questions pertaining to the topic covered by this course.

Additionally, students who successfully complete this Pathway history course will be able to meet the following learning objectives:

- Identify, **describe**, classify, and discuss key concepts in the emergence of modern America, 1865 to present.
 - Competency will be measured through in-class tests, quizzes, and homework.

Pitt State Pathway Mission Statement

The *Pitt State Pathway* curriculum serves as the heart of the university education by fostering interdisciplinary competencies that typify the educated person. It is designed to facilitate the development of key proficiencies including communication and information literacy. The *Pitt State Pathway* curriculum provides a transformational experience that challenges students to think creatively and critically, and to immerse themselves in the productive examination of humans in their global setting. By encouraging the development of skills that promote life-long learning, the *Pitt State Pathway* fosters a sense of personal responsibility, an appreciation of diversity, and an understanding of interconnectedness in our truly global society.

Learning Outcome: Students will explore global systems conscientiously.

Pitt State Pathway: Human Systems within a Global Context

Humans have developed complex systems that structure interaction. It is important to understand how and why these systems developed, change through time, vary by location, and are interconnected at all levels (local/regional/global), and the implications of that interconnectedness. Competency in this element means:

- Analyzing the structure, development, and change of human cultures (economic, political, social, ideological, etc.) over time;
- Analyzing the individual's role and responsibility to society at all levels
- Evaluating how human systems are interconnected at all levels

Expected student achievement: Benchmark - Describes human organizational systems using a variety of disciplinary and interdisciplinary perspectives.

Companion Element: Diverse Perspectives Within a Global Context

Valuing different perspectives and analyzing the interrelationships between them leads to global respect and understanding. Anticipated level of achievement: 1 Benchmark.

KBOR Course Objectives and Learning Outcomes

This articulated course adheres to the Kansas Board of Regents Core Outcomes (available in full here: <https://www.kansasregents.org/resources/PDF/3214-2013-14KCOGReport.pdf>)

REQUIRED INSTRUCTIONAL RESOURCES:

1. Notebook You'll need a dedicated notebook for history lecture notes and nothing else. Do not keep your history lecture notes in the same notebook that you use for other classes. I reserve the right to collect the lecture notes from time to time, and will definitely collect them at the end of the course.

2. Books

Brinkley, Alan. *American History: Connecting with the Past vol. 2 (from 1865)* 14th edition. New York: McGraw Hill, 2015. (Required) This is the course textbook. The ISBNs are (10 digit) 0077379497 and (13 digit) 978-0077379490.

Sinclair, Upton. *The Jungle* (reprint edition). New York: Bantam Books, 1981. ISBN 0-553-21245-1. You must use this edition for your take home exam over this book. The correct edition is on sale at the bookstore.

Berry, Henry. *This Is No Drill: Living Memories of the Attack on Pearl Harbor* Reprint Edition. New York: Penguin, 2001. (Required) ISBN (13): 978-0-425-17916-1. You must use this edition for your take home exam over this book. The correct edition is on sale at the bookstore.

Griffin, John Howard. *Black Like Me* (reprint edition). New York: Signet Books, 2010. ISBN 978-0-451-23421-6. You must use this edition for your take home exam over this book. The correct edition is on sale at the bookstore.

3. Scantrons You'll need one small scantron (the green and white one) for each of the seven exams.

ASSESSMENTS:

Exams and Quizzes: Students will take 7 exams and 3 online quizzes based on lecture material. Students will take 3 exams based on reading material. Students will take one final comprehensive essay exam covering all

course material. Because this is a **PSU Pathway course at the Benchmark level**, assessments will be based on students' ability to **describe** the content they have learned in this course.

Attendance Policy: Attendance is mandatory. I regard all absences above three (two in TTh classes) as excessive and reserve the right to drop any student who exceeds that number. Beginning with the fourth (third in TTh classes) absence, I deduct 5 points per absence. There is no distinction between excused and unexcused absences; all absences are included in the above totals. Students who are caught sleeping in class will be counted absent whether they signed the roll sheet or not, as will students who leave before the class is dismissed. In order to be counted "present" for a class period, you must sign the attendance sheet during that same class period. Keeping track of one's absences is the student's responsibility. In order to be counted "present" for a class period, you must sign the attendance sheet during that same class period and participate actively in class-related activities of the day. If the attendance sheet doesn't get passed to you, it is your responsibility to find it and sign it. There is no distinction between excused and unexcused absences; all absences are included in the above totals. Students who do not participate in class activities (to participate in a lecture course, you have to take lecture notes) will be counted absent whether they signed the roll sheet or not, as will students who leave before the class is dismissed.

Borderline Grades: If the student's grade average is only slightly below any of the lower boundaries, i.e., 60%, 70%, 80%, 90%, a number of additional factors, to include the following, will be considered in determining that student's final grade. If there is evidence of significant student effort, my tendency is to round up. Here are some of the things I look for.

- 1 Excellent Attendance. Effort begins with showing up.
2. Complete, neat, well-organized lecture notes. If I see you just sitting there looking out a window, I'll know that you aren't making a sufficient effort, and it will doubtless affect your final grade.
3. Class Participation. This makes a huge difference in two ways. (1) When you're doing group work, don't be the person who never has lecture notes or anything else to add to your group's effort. (2) Asking pertinent questions and/or discussing points from the reading or lectures not only demonstrates your interest in the course, but breaks up what would otherwise be a non-stop 50 minute lecture. If you don't want to be in a class where the prof does all the talking, contributing in this way will make the course more interesting and help your grade.
4. Constantly improving exam and quiz scores. A low score on the first exam will not doom you to a poor course grade. On the other hand, a poor performance on the final exam will not raise your grade.

Canvas: All out of class assignments will be turned in on Canvas. Anti-plagiarism software is engaged. Also, be advised that the course grade is assigned by the professor rather than Canvas. Some aggregate percentages on Canvas do not take into account missing assignments or extra credit.

Copies of Written Work: Always keep hard copies of any and all written assignments for at least one semester after completion of the course. That way, if there is any grade- or credit-related question, you have hard evidence on hand.

Disabilities: If you have any disability which could affect your performance in this class, notify me as soon as possible. If said disability will necessitate any special arrangements, you must notify the university's Equal Opportunity compliance officer as well. For more information, see the PSU syllabus supplement link.

Ethics: Anyone caught plagiarizing or cheating in any other way will, as a minimum, receive a score of zero for the affected assignment. I also reserve the right to issue a course grade of F or XF to anyone caught cheating.

Cheaters may also be subject to appropriate administrative actions at the university level. Plagiarism is representing another's work as your own or using another's work in lieu of your own. That includes memorizing someone else's written or spoken words and presenting them as your own on a closed-book exam without proper attribution. Plagiarism is not necessarily intentional in every case, but it is never acceptable. Therefore, be careful when researching and/or writing anything for this course. **Each individual student will write all graded assignments in his or her own words.** Turning in properly attributed block quotations of someone else's writing when I've asked for *your* writing, while not plagiarism, is not acceptable either. Use of direct quotation for added emphasis is legitimate, but it should never account for more than five percent of any written assignment. Moreover, although it is perfectly acceptable for you to get copies of the notes from another student if you miss class, you may not turn in those notes for a grade if I collect lecture notes. For more information, see:

http://catalog.pittstate.edu/contentm/blueprints/blueprint_display.php?bp_listing_id=162&blueprint_id=124&sid=1&menu_id=7980

Examinations: Examinations will be taken or turned in when directed. As indicated in the preceding paragraph, I am obligated to protect the overwhelming majority of honest students from the handful who are not. Therefore, exam protocol will be enforced. Because the in-class exams are closed book/closed note exams taken individually, there will be no talking, use of electronic devices, or other communicating between students of any kind during the exams. All study materials will be stowed under the desks or otherwise outside the student's and his/her neighbor's field of vision. Students who get up and leave the room during an exam may not be allowed to re-enter the room and continue working on it. All hands will remain above the desk during exams. I will assume that anyone who violates this policy is using his/her phone for help. Any student caught cheating on an exam will, at the very least, earn a zero for that exam, and possibly a grade of XF (failure due to academic dishonesty) for the entire course.

Extra Credit: Extra credit will be available on each of the seven exams taken in class, and twice more during the semester via film reviews of 3 to 4 pages each. Also, students who have followed the guidelines for lecture notes outlined in Section IX may turn in lecture notes at semester's end for extra credit.

Grading Policy: I use the standard ten point interval grading scale, wherein 90% and above is an A, 80% through 89% is a B, 70% through 79% is a C, 60% through 69% is a D, and less than 60% is an F.

Help: The primary purpose of office hours is for me to be available if students need help. If you're having trouble in this course, let me know and we'll arrange a tutoring session. Be sure to bring your lecture notes and textbook to all tutoring sessions. Otherwise, it will be impossible for me to diagnose your problem and propose a solution. And remember two things: (1) Always seek help as soon as you see a need for it. (2) If you do not seek help, I will conclude that you're not having any problems with the course.

Late Assignments: I reserve the right to subtract one grade per day.

Makeup Exams: There will be no makeup exams, but your two lowest exam scores will be discarded.

Office Hours: My office hours will be posted on the bulletin board next to my office door. Give me a heads up ahead of your visit if that's possible, but if it isn't drop by anyway. If you need help and are not available at any of the times posted, please leave a note or email me and we'll arrange an appointment. **Do not wait the day before the exam if you need help. If you have questions or problems, call or see me at the earliest opportunity.**

PowerPoint: I do use Power Points in this course, but I do not put them on Canvas. You would not develop any note taking skills -- and would learn far less -- if I did.

Student Conduct: Treat this course like a job -- not playtime -- and you'll succeed. Class disruptions as defined by the University Code of Conduct constitute sufficient cause for summary dismissal from this course. If you want to read the paper, talk to your friend, surf the web, sleep, walk between a speaker and his audience, study for another course, or get up to answer a phone call when my class is in session, save us both a hassle and drop this class now. I reserve the right to drop anyone I catch doing any of the above.

Syllabus Updates and Course Announcements: The syllabus in effect at the beginning of the semester may be updated from time to time. In such cases, the most recent version, available on Canvas, will apply.

GRADING BREAKDOWN:

Exam 1	7 September (end of Week 3)	20 points plus 5 points possible extra credit
Exam 2	21 September (end of Week 5)	20 points plus 5 points possible extra credit
Exam 3	5 October (end of Week 7)	20 points plus 5 points possible extra credit
Exam 4	19 October (end of Week 9)	20 points plus 5 points possible extra credit
Exam 5	2 November (end of Week 11)	20 points plus 5 points possible extra credit
Exam 6	16 November (end of Week 13)	20 points plus 5 points possible extra credit
Exam 7	7 December (end of Week 15)	20 points plus 5 points possible extra credit
Online Quiz 1	(TBA)	20 points
Online Quiz 2	(TBA)	20 points
Online Quiz 3	(TBA)	20 points
Film Review 1	(3 to 4 pages; Due date TBA)	10 points possible extra credit
Film Review 2	(3 to 4 pages; Due date TBA)	10 points possible extra credit
Lecture Notes	(Due 11 May)	10 points possible extra credit
Online Exam over <i>The Jungle</i>	Due 21 September	50 points
Online Exam over <i>This Is No Drill</i>	Due 9 November	50 points
Online Exam over <i>Black Like Me</i>	Due 7 December	50 points
Comprehensive Essay	(6 to 8 typed pages; Due 14 December)	100 points
Total Points without Extra Credit		410 (I drop the lowest two scores from Exams 1 through 7)
Total Extra Credit Points possible		65

APPROXIMATE COVERAGE BY SUBJECT/WEEK

1. War and Reconstruction, 1865-1877 (Brinkley, Chapter 15 pp. 410-430)
2. The New South, 1877-1900 (Brinkley, Chapter 15 pp. 430-441)
3. The Western Frontiers, 1865-1890 (Brinkley, Chapter 16; Chapter 19 pp. 535-545)
4. The Melting Pot and Industrialization, 1865-1900 (Brinkley, Chapters 17-19 to p. 547)
5. Social Darwinism, Its Proponents, and Its Critics, 1859-1900 (Brinkley, Chapter 17 pp. 480-497; Chapter 18 pp. 524-527; Chapter 17 pp. 492-497; Chapter 20 pp. 569-570)
6. America on the World Scene, 1865-1904 (Brinkley, Chapter 19 pp. 547-566)
7. The Progressives (Brinkley, Chapter 20)
8. World War I and Its Aftermath, 1917-1920 (Brinkley, Chapter 21)
9. The Roaring Twenties (Brinkley, Chapter 22)
10. The Great Depression (Brinkley, Chapter 23)
11. Franklin D. Roosevelt and the New Deal, 1933-1940 (Brinkley, Chapter 24)
12. The Road to War, 1921-1941 (Brinkley, Chapter 25)
13. World War II (Brinkley, Chapter 26; Berry, *This Is No Drill*)
14. Cold War America, 1945-1990 (Brinkley, Chapters 27-30, 31 pp. 878-880)
15. The Civil Rights Struggle, 1915-1968 (Brinkley, Chapter 22 pp. 649-652; Chapter 23 pp. 665-668; Chapter 24 pp. 700-704; Chapter 26 pp. 739-741; Chapter 28 pp. 795-799; Chapter 29 pp. 811-817; Chapter 30 pp. 840-847)

GRADING RUBRIC FOR LECTURE NOTES:

Only "A" and "B" quality lecture notes will qualify for extra credit. Criteria follow:

A (90% and above)

1. Notes for this course must be kept in an **8x11** notebook that has no other purpose.
2. Your name must be written or printed on the cover of the notebook in non-erasable pen or marker.
3. Include the date of each lecture at the top of each page.
4. Notes must elaborate on the PowerPoints, lecture, relevant discussion, or relevant reading. (Merely copying the talking points and terms from the PowerPoints or review sheets is worth nothing.)
5. Coverage of each lecture must be complete (Usually anywhere from 1.5 to 3 pages of 3/8 inch 8x11 sheets with normal margins, depending on the individual's penmanship)
6. Notes must be turned in when the professor asks for them. (Borrowing someone else's notes and turning them in later as your own is worth nothing.)

B (80-89%)

1. Meets all of the A requirements, except that coverage is slightly less complete/comprehensive. By "slightly less," I don't mean that half a page per day will do.

GRADING RUBRIC FOR COMPREHENSIVE FINAL ESSAY

(out of 100 possible points)

Note: Essays will be in 12 point type, Times New Roman font, and will have normal margins. They will be properly paginated and will be turned in as MS Word documents on Canvas under "Assignments."

90-100 (A)

1. Meets length requirement
2. Has a well-articulated central argument
3. Solidly supports that central argument with specific, accurate historical evidence from lectures and readings
4. Includes a conclusion that notes why the topic under consideration matters to the present generation
5. Has been thoroughly proofread; has no spelling or grammatical errors.

80-89 (B)

Addresses items 1 through 5 of the A essay, but not as completely.

70-79 (C)

Is too brief, too vague (i.e., not supported with specifics), not well argued, and/or contains a few factual errors, but still evinces an understanding of the topic and its more significant aspects

60-69 (D)

Similar in character to the C essay, but even shorter and more vague. Clearly evinces a shortage of effort and/or preparation

59 and below (F)

Similar in character to the D essay, but even shorter, more vague, and/or less intelligible. Clearly evinces a lack of effort and/or preparation. Student was winging it.

Syllabus supplement: For official PSU policies and information about campus resources, notifications (including the required, aforementioned Academic Integrity Policy and the approved Dead Week Policy), expectations, grades, etc., see

https://www.pittstate.edu/registrar/_files/documents/syllabus-supplement-fall-2018