

**Course Information**

Date Submitted: 4/22/2016

Current Prefix and Number: HIS - History , HIS 109 HISTORY OF THE U.S. SINCE 1877

Other Course:

Proposed Prefix and Number: HIS 109

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? Yes

Inquiry - Humanities

RECEIVED

APR 27 2016

OFFICE OF THE  
SENATE COUNCIL**1. General Information**

a. Submitted by the College of: ARTS &amp; SCIENCES

b. Department/Division: History

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Erik Myrup

Email: erik.myrup@uky.edu

Phone: 7-3483

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

**2. Designation and Description of Proposed Course**

a. Current Distance Learning (DL) Status: N/A

b. Full Title: History of the United States since 1877

Proposed Title: History of the United States since 1877

c. Current Transcript Title: HISTORY OF THE U.S. SINCE 1877

Proposed Transcript Title: HISTORY OF THE U.S. SINCE 1877

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 2

RECITATION: 1

Proposed Meeting Patterns

LECTURE: 2

RECITATION: 1

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: American History from 1877 to the present: political, economic and social - Gilded Age, Progressive Era, New Deal, Age of Affluence and Limits, Great Society and two Great Wars. You will find out how much, how little, America has lived up to its ideals; how it grew from a nation of farms and cotton mills to an industrial giant; how it became a world power (Top Nation) and what problems this created.

Proposed Course Description for Bulletin: American History from 1877 to the present: political, economic and social - Gilded Age, Progressive Era, New Deal, Age of Affluence and Limits, Great Society and two Great Wars. You will find out how much, how little, America has lived up to its ideals; how it grew from a nation of farms and cotton mills to an industrial giant; how it became a world power (Top Nation) and what problems this created.

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: This course is the second half of the history department's 100-level U.S. history survey. It already satisfies the UK Core requirements for U.S. Citizenship, Community, Diversity. The purpose of this proposal is simply to show that the course ALSO meets all of the UK Core requirements for Inquiry - Humanities. (Please see the attached syllabus and form for UK Core Inquiry - Humanities for details.) \*\*\*\*Please note that I have not included a new form for UK Core - U.S. Citizenship, nor have I checked the box for UK Core U.S. Citizenship above. This is because this course already satisfies the U.S. Citizenship requirement of UK Core. Again, this aspect of the course HAS NOT changed, and the course should continue to be listed as satisfying the UK Core Requirement for U.S. Citizenship, Community, Diversity.\*\*\*\* Many thanks!

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|PETRONE|Karen Petrone|HIS 109 CHANGE Dept Review|20141201

SIGNATURE|ACSI222|Anna C Harmon|HIS 109 CHANGE College Review|20150202

SIGNATURE|JALLISO|Jonathan M Allison|HIS 109 CHANGE UKCEC Expert Review|20150629

SIGNATURE|JMETT2|Joanie Ett-Mims|HIS 109 CHANGE UKCEC Review|20150921

SIGNATURE|JMETT2|Joanie Ett-Mims|HIS 109 CHANGE Undergrad Council Review|20150921

SIGNATURE|JEL224|Janie S Ellis|HIS 109 CHANGE Senate Council Review|20151201

SIGNATURE|ACSI222|Anna C Harmon|HIS 109 CHANGE Approval Returned to Dept|20160427

### Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate R

Attachments:

Browse...

Upload File

	ID	Attachment
Delete	4122	Intellectual Inquiry Humanities - History 109-2.do
Delete	6754	HIS 109 Syllabus (revised 2016-04-12).pdf

First 1 Last

NOTE: Start form entry by choosing the Current Prefix and Number  
(\*denotes required fields)

Current Prefix and Number:		HIS - History HIS 109 HISTORY OF THE U.S. SINCE 1877	Proposed Prefix & Number: (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	HIS 109
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, except 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input checked="" type="radio"/> Yes <input type="radio"/> No				
If YES, check the areas that apply:				
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input checked="" type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics				
1. General Information				
a. Submitted by the College of:		ARTS & SCIENCES		Submission Date: 4/22/2016
b. Department/Division:		History		
c.* Is there a change in "ownership" of the course?				
<input type="radio"/> Yes <input checked="" type="radio"/> No    If YES, what college/department will offer the course instead? <input type="text" value="Select..."/>				
e.* Contact Person Name:		Erik Myrup	Email: erik.myrup@uky.edu	Phone: 7-3483
* Responsible Faculty ID (if different from Contact):			Email:	Phone:
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval	OR	Specific Term: <sup>2</sup>
2. Designation and Description of Proposed Course.				
a. Current Distance Learning (DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop		
*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box ) that the proposed change affect DL delivery.				
b. Full Title:		History of the United States since 1877	Proposed Title: *	History of the United States since 1877
c. Current Transcript Title (if full title is more than 40 characters):			HISTORY OF THE U.S. SINCE 1877	
c. Proposed Transcript Title (if full title is more than 40 characters):			HISTORY OF THE U.S. SINCE 1877	
d. Current Cross-listing:			OR	

	<input checked="" type="checkbox"/> N/A	Currently <sup>3</sup> Cross-listed with (Prefix & Number):	none
Proposed – ADD <sup>2</sup> Cross-listing (Prefix & Number):			
Proposed – REMOVE <sup>2,4</sup> Cross-listing (Prefix & Number):			
<b>e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>5</sup> for each meeting pattern</b>			
Current:	Lecture 2	Laboratory <sup>3</sup>	Recitation 1
	Clinical	Colloquium	Practicum
	Seminar	Studio	Other: Please explain:
Proposed: *	Lecture 2	Laboratory <sup>3</sup>	Recitation 1
	Clinical	Colloquium	Practicum
	Seminar	Studio	Other: Please explain:
f. Current Grading System:		ABC Letter Grade Scale	
Proposed Grading System:*		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale	
g. Current number of credit hours:	3	Proposed number of credit hours:*	3
h.* Currently, is this course repeatable for additional credit?			<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be repeatable for additional credit?			<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES:	Maximum number of credit hours:		
If YES:	Will this course allow multiple registrations during the same semester?		<input type="radio"/> Yes <input checked="" type="radio"/> No
i. Current Course Description for Bulletin:			
American History from 1877 to the present: political, economic and social - Gilded Age, Progressive Era, New Deal, Age of Affluence and Limits, Great Society and two Great Wars. You will find out how much, how little, America has lived up to its ideals; how it grew from a nation of farms and cotton mills to an industrial giant; how it became a world power (Top Nation) and what problems this created.			
* Proposed Course Description for Bulletin:			
American History from 1877 to the present: political, economic and social - Gilded Age, Progressive Era, New Deal, Age of Affluence and Limits, Great Society and two Great Wars. You will find out how much, how little, America has lived up to its ideals; how it grew from a nation of farms and cotton mills to an industrial giant; how it became a world power (Top Nation) and what problems this created.			
j. Current Prerequisites, if any:			
* Proposed Prerequisites, if any:			
*			
k. Current Supplementary Teaching Component, if any:			<input type="radio"/> Community-Based Experience

	<input type="radio"/> Service Learning <input type="radio"/> Both	
Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change	
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
If YES, enter the off campus address:		
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input checked="" type="radio"/> Yes <input type="radio"/> No	
If YES, explain and offer brief rationale:		
This course is the second half of the history department's 100-level U.S. history survey. It already satisfies the UK Core requirements for U.S. Citizenship, Community, Diversity. The purpose of this proposal is simply to show that the course ALSO meets all of the UK Core requirements for Inquiry - Humanities. (Please see the attached syllabus and form for UK Core Inquiry - Humanities for details.)  ****Please note that I have not included a new form for UK Core - U.S. Citizenship, nor have I checked the box for UK Core U.S. Citizenship above. This is because this course already satisfies the U.S. Citizenship requirement of UK Core. Again, this aspect of the course HAS NOT changed, and the course should continue to be listed as satisfying the UK Core Requirement for U.S. Citizenship, Community, Diversity.****		
5. Course Relationship to Program(s).		
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
If YES, identify the depts. and/or pgms:		
b.* Will modifying this course result in a new requirement <sup>1</sup> for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
If YES <sup>2</sup> , list the program(s) here:		
6. Information to be Placed on Syllabus.		
a.	<input type="checkbox"/>	Check box if changed to 400G or 500. If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between under and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grad criteria in the course for graduate students. (See SR 3.1.4.)

<sup>1</sup>See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be appropriate academic Council for normal processing and contact person is informed.  
<sup>2</sup>Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.  
 Signature of the chair of the cross-listing department is required on the Signature Routing Log.  
 Removing a cross-listing does not drop the other course - it merely unlinks the two courses.  
 Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)  
 You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.  
 In order to change a program, a program change form must also be submitted.

**Course Review Form  
Intellectual Inquiry in the Humanities**

**Reviewer Recommendation**

Accept  Revisions Needed

**Course:** History 109: History of the U.S., 1877-present

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Activities that enable students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation.

Example(s) from syllabus:

Two major writing assignments, one due the third week of class and the other due the twelfth week of class.

Discussion section component of the course.

Brief Description:

Both of the written assignments for this course require students to do comparative analysis. In the first assignment students must explain and evaluate arguments found in two primary sources. This semester they will be required to compare arguments that William Graham Sumner and Henry George make concerning the causes of poverty. The second assignment asks students to use three period-specific novels (Bellamy's *Looking Backward*, Gilman's *Herland*, and Bradbury, *Fahrenheit 451*) to compare critiques of American society and suggested solutions. In a 5-6 page paper, students will assess the ideas contained in the three works and offer a thesis that links them meaningfully.

Additionally, students are expected to develop skills of oral argument within the discussion section component of the course. Every week, in small groups of no more than 25 students, they analyze primary sources. Often these are documents drawn from the course reader, *Voices of Freedom*. They read these documents, which could include personal letters, excerpts from memoirs, government documents, newspaper articles or editorials, in advance of class. Then, they spend the class period in hands-on work with the sources. TAs also assign art, film, music, and other media to allow students to see how these too function as texts.

Activities that enable students to demonstrate their ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools or periods according to the varying approaches and viewpoints characterized therein.

Example(s) from syllabus:

Lectures

Brief Description:

My lectures consistently emphasize periodization and change over time. I start the course by encouraging students to identify their own assumptions and worldviews. Specifically, a lecture given during the second week of class titled, "The Challenges of Modernity," introduces them to late nineteenth century Americans' expectations of government, religious views, and notions of justice and equality. In the process, students are led (somewhat surreptitiously) to consider their own views on these issues. The story I tell of American history is organized around periods. We begin in the Gilded Age, exploring how the excesses of that era led to the rise of Progressivism. We watch as Americans over time get more comfortable with big government (although certainly not all do) and how the U.S. moves away from isolationism to take a more active role in world affairs after World War II. Toward the end of the course, we continue to watch America mature and evolve as events like the Cold War, the



social justice movements of the 1960s, and Vietnam inspire shifting priorities and expectations.

Activities that enable students to demonstrate their ability to identify the values and presuppositions that underlie the world-views of different cultures and peoples, as well as one's own culture, over time through the analysis and interpretation of at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).

Example(s) from syllabus:

Course's major reading assignments; material covered by TAs in discussion section.

Brief Description:

I have designed this course to emphasize change over time and to convince students that the ways they look at the world are not fixed or universal. Yet, the course also acknowledges that there are certain commonalities within the human experience. Students read three works of fiction throughout the semester, each providing a literary critique of American society, emphasizing concerns such as late nineteenth century economic inequality, early twentieth century gender inequality, and the suppression of free thought during the Cold War. We--the TAs and myself--encourage students to see these as time-specific documents, but inevitably they see their own society reflected in these works and often relate personally to the authors' concerns.

Additionally, TAs use art, literature, film, cartoons, and advertisements, among other cultural products to help students consider how their own assumptions compare with those living in the past. To use one exercise as an example, TAs provide students with copies of women's magazines from the 1950s and ask them to look for evidence of how society defined men's and women's roles during the period. Ultimately, TAs lead students to consider what current magazines say about female and male expectations.

Activities that enable students to demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations, and classroom discussions.

Example(s) from syllabus:

Lecture, discussion sections.

Brief Description:

One of the key goals of HIS 109 is to give students a peek into the work historians do and to allow them to try their hand at it. Students get significant practice in reading and analyzing primary sources. Every week students work directly with documents drawn from the Voices of Freedom book. In lecture, during the first week of class, I emphasize that history is more than just a collection of facts and dates, but instead involves interpretation of evidence. I emphasize that historians don't always agree! This course gives students the opportunity to build their own interpretations, develop their own arguments, and to look at history as more than dry, boring facts.

An assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value). This assignment will be used for program-level assessment.

Example(s) from syllabus:

Second writing assignment

Brief Description:

Students discuss each of the assigned novels in discussion section individually, but then they must--largely on their own--bring the ideas represented in each together in a meaningful way. Their paper must have a clear thesis and use evidence drawn from the texts to prove their claims. TAs discuss how to assess the quality of sources, how to use them, and how to appropriately cite when preparing students to complete this assignment.

Information literacy component:

Paper 2

Reviewer's Comments:

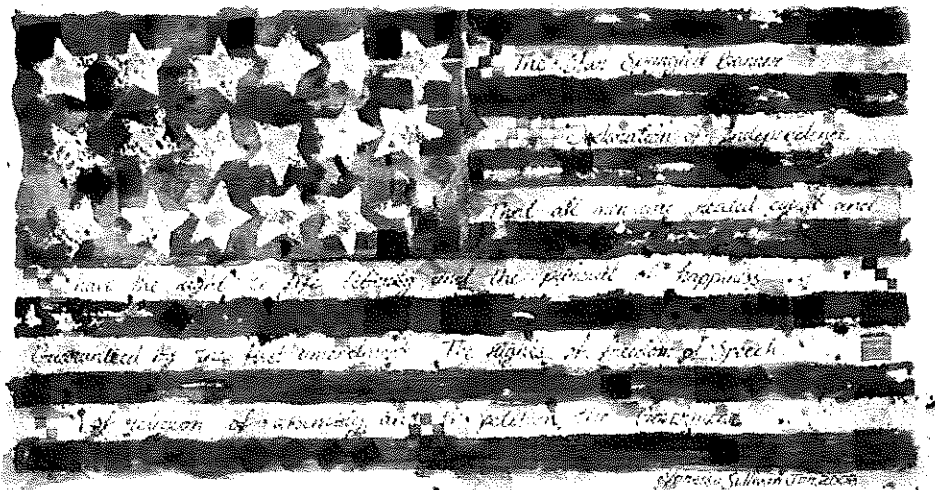


Image courtesy of Vanessa Sullivan

# History 109: History of the United States, 1877-present

DR. GOAN & TEAM

FALL 2014  
TR 12:30-1:20 - CB 118

## What's the point?

American History from 1877 to the present: political, economic and social - Gilded Age, Progressive Era, New Deal, Age of Affluence and Limits, Great Society and two Great Wars. You will find out how much, how little, America has lived up to its ideals; how it grew from a nation of farms and cotton mills to an industrial giant; how it became a world power (Top Nation) and what problems this created. Hopefully, the picture we paint will help you make sense of the news bombarding you each day. You may wonder, "why the violence in Ferguson, MO?" or "Why is America expected to step in and address health-care crises in West Africa and long-fought wars in the Middle East?" or "Why can't Republicans and Democrats just get along?" Your study of American history will give you needed context to understand the events of today.

In this course, we will ask "what does it mean to be an American"? While we will discuss the factors that have divided us as citizens, we will not overlook the fact that there is something special that sets the United States apart from other nations and unites us in our differences.

### Student Learning Outcomes

- Acquire and demonstrate basic civic knowledge about United States development from 1877 to present
- Articulate an understanding of the issues and conflicts surrounding the history of U.S. citizenship
- Describe basic steps of the historical research process
- Demonstrate skills in reading and interpreting primary sources
- Formulate clear arguments in both oral and written form]



### Instructors

#### Melanie Beals Goan

1765 POT 323-2386 [melanie.goan@uky.edu](mailto:melanie.goan@uky.edu)  
Office hours: TR 9:30-12:00 or by appointment

#### Jonathan Chilcote

1702 POT [jonathan.chilcote@uky.edu](mailto:jonathan.chilcote@uky.edu)

#### Jacob Glover

1722 POT [jacob.glover@uky.edu](mailto:jacob.glover@uky.edu)

#### John Perry

1706 POT [john.perry@uky.edu](mailto:john.perry@uky.edu)

### Lectures + Discussion Sections

Students will meet in the **large lecture twice a week** and in their **smaller discussion sections once each week**.

TAs will distribute a separate syllabus specifically covering discussion section policies. You should adhere to the policies of both lecture and discussion like your grade depends on it...oh wait, it does!

## What do I get to read?

### Texts:

Eric Foner, *Give Me Liberty!*, brief 3<sup>rd</sup> ed., vol 2.  
ISBN: 978-0393935530

Eric Foner, *Voices of Freedom*, 3<sup>rd</sup> ed., vol 2. (for discussion section)  
ISBN: 978-0393935684

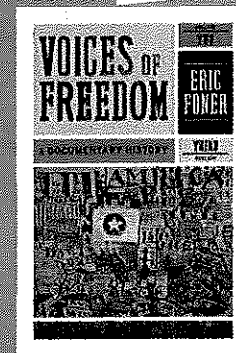
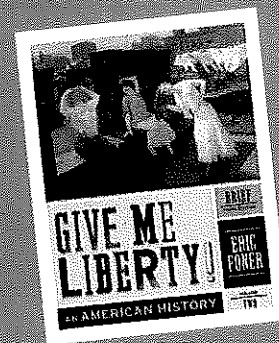
### Other Required Reading:

Edward Bellamy, *Looking Backward*. Dover Thrift Edition, 1996.  
ISBN: 978-0486290386

Charlotte Perkins Gilman, *Herland*. Dover Thrift Edition, 1998.  
ISBN: 978-0486404295

Ray Bradbury, *Fahrenheit 451*. Simon & Schuster, 2012.  
ISBN: 978-1451673319

You can find useful study tools associated with the *Give Me Liberty!* text @ <http://www.norton.com/college/history/give-me-liberty3-brief/welcome.aspx>



## How do I earn an A?

Grading scale: A= 90-100%, B= 80-89.9%, C= 70-79.9%, D= 60-69.9%, E= below 60%

**Exams** - The examinations will include two sections—IDENTIFICATIONS, which will test your knowledge of important places, people, and events and a LONG ESSAY, which will allow you to demonstrate your ability to connect ideas and formulate a compelling argument. Exam questions may come from lecture and readings we do, or from primary sources and other material covered in discussion. You will receive a study guide one week before each exam. All exams will be administered in CB 118.

**Papers**— You will write two papers. The first will require you to compare two primary source documents drawn from the *Voices of Freedom* book (2-3 pages) and the second will be a comparative analysis of three period novels (Bellamy, Gilman, Bradbury) (5-6 pages). Specific instructions for the papers will be posted to Blackboard well in advance of the papers' due dates. You will be required to submit both an electronic and a hard copy of your papers to your TA.

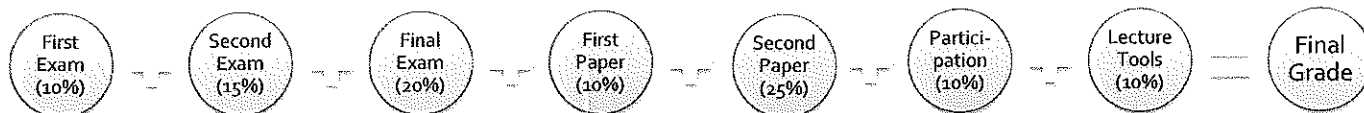
**Participation** – The verbal contributions along with any quizzes or written work you do in discussion section will constitute your participation grade. It is impossible to participate without attending, therefore, attendance will be carefully tracked and counted.

**LectureTools & Homework** – See the last sheet of the syllabus for details on LectureTools and homework policies.

Each student will receive a midterm grade that reflects performance on the first exam, first paper, and participation up to that point.

If you have a documented disability and are working with the Disability Resource Center, please submit your accommodations to your TA as soon as possible. The DRC must have at least 48 hours advance notice to schedule an exam.

ALL ASSIGNMENTS AND EXAMS MUST BE COMPLETED WITHIN ONE WEEK OF THEIR DUE DATES IN ORDER TO EARN A PASSING GRADE IN THIS CLASS. IF YOU GET A GRADE BACK THAT SEEMS TO BE IN ERROR, YOU MUST SUBMIT A WRITTEN FORMAL REQUEST FOR RECONSIDERATION TO THE TA, EXPLAINING WHY YOU BELIEVE THE GRADE IS INCORRECT WITHIN 48 HOURS AFTER THE ASSIGNMENT IS RETURNED.



## THOU SHALT NOTS...

**\*Miss class**

Attendance at lectures and discussion is required and essential. If you have a university excused reason for missing discussion, you must provide documentation to your TA within one week.

**\*Come late or leave early****\*Miss an exam**

It is *your responsibility* to let your TA know ASAP if you will or have missed an exam for an excused reason.

**\*Turn in late work**

Papers must be uploaded to Blackboard by the date and time specified and a hard copy must be submitted to your TA at the beginning of lecture on the day it is due. Late papers will be penalized one letter grade, with an additional letter grade subtracted for each additional calendar day it is late.

**\*Go M.I.A**

If you need to withdraw from this class, you must follow the appropriate steps to make your exit official with the Registrar's Office. Neither I nor your TA can withdraw you from class simply because you stopped attending.

**\*Be rude**

Please respect the instructor and your fellow students by exercising good manners. You are not here to catch up on Facebook, eat a late breakfast, scribble out homework due next hour, or finish putting on your makeup.

**\*Grovel for a grade you know you did not earn**

This syllabus tells you from the outset what you need to do to earn a good grade. It is up to you to make that happen. We want to know if we have made a mistake in calculating your grade and we will fix legitimate errors, but we will not tolerate attempts to beg or swindle a higher grade.

## How will this all go down?

Aug. 28	<i>Course Introduction</i>	Begin Bellamy
Sept. 2	<i>Themes/America in 1877</i>	
Sept. 4	<i>The Challenges of Modernity</i>	GML, chap. 16
Sept. 9	<i>From Sea to Shining Sea</i>	
Sept. 11	<i>The Machine Age</i>	
Sept. 16	<i>Immigrants &amp; Nativists</i> <b>*First paper due</b>	
Sept. 18	<i>Politics, Protest, and Reform</i>	GML, chap. 17
Sept. 23	<i>The South Rises Again</i>	
Sept. 25	<i>Imperialism &amp; the Blessings of Liberty</i>	
Sept. 30	<b>Exam 1</b>	
Oct. 2	<b>No class</b>	Begin Gilman
Oct. 7	<i>The Progressive Era</i>	GML, chap. 18
Oct. 9	<i>The War to End All Wars</i>	GML, chap. 19
Oct. 14	<i>Democracy at Home</i>	
Oct. 16	<i>Roaring 20s</i>	GML, chap. 20
Oct. 21	<i>The Great Crash</i>	
Oct. 23	<i>Relief, Recovery, and Reform</i>	GML, chap. 21
Oct. 28	"Dr. New Deal" becomes "Dr. Win the War"	
Oct. 30	<i>World War II</i>	GML, chap. 22
Nov. 4	<b>Exam 2</b>	
Nov. 6	<i>An Iron Curtain Falls</i>	GML, chap. 23
Nov. 11	<i>Cold War America</i>	Begin Bradbury
Nov. 13	<i>1950s: Angst &amp; Abundance</i>	GML, chap. 24
Nov. 18	<i>The Freedom Movement</i>	
Nov. 20	<i>The Liberal Hour</i>	GML, chap. 25
Nov. 25	<i>Times Are a-Changin'</i> <b>*Second paper due</b>	
Nov. 27	<b>No class</b>	
Dec. 2	<i>Watergate and the Crises of the 1970s</i>	GML, chap. 26
Dec. 4	<i>The Reagan Revolution</i>	
Dec. 9	<i>Global Challenges &amp; American Response</i>	GML, chap. 27
Dec. 11	<i>The Future is Ours</i>	GML, chap. 28
Dec. 16	<b>Final exam – 10:30 AM</b>	

## THE MOST SERIOUS THOU SHALT NOT:

Cheating and plagiarism are the biggest academic sins that you can commit. It is your responsibility to understand academic integrity and the university's commitment to upholding it. You can find a detailed explanation of what constitutes plagiarism @ <http://www.uky.edu/ombud/plagiarism.pdf> and a detailed description of the penalties for academic dishonesty @ [http://www.uky.edu/ombud/acadoffenses/new\\_policy.pdf](http://www.uky.edu/ombud/acadoffenses/new_policy.pdf). If you are unsure, ask! It is impossible to get away with submitting work that is not your own. Today's technology ensures that we will instantly catch plagiarism.

# What is LectureTools? And what do I do with it?

LectureTools is an online classroom response system. The university owns a license for it so it costs nothing for you to use. We will use it during lecture to take attendance and to assess how well you are understanding the material.

## Using LectureTools in class

You need to bring a wi-fi enabled phone, laptop, tablet, or other device class every day. Before class starts, log into Blackboard and pull up LectureTools. When a question posts, you will only have a short window of time to answer (typically 60 seconds). If you do not have a device through which to access the questions, please let your TA know as soon as possible.

To locate LectureTools, simply log into Blackboard using your link blue user name and password. In the left

sidebar click on Course Content. The LectureTools link should be listed there.

If for some reason you can't get LectureTools to work, come see me immediately following lecture so we can begin resolving the problem. It is not acceptable to announce the last week of class that you have not been able to get LectureTools to run all semester!

## TECHNICAL ASSISTANCE

Supported browsers include Google Chrome 10.0+, Firefox 4.0+, Safari 5.0+, and Internet Explorer 9.0+

For technical assistance, go to <http://support.lecturetools.com> or call (734) 794-3015.

# How do I complete my homework?

Each assigned chapter in the Foner text (*Give Me Liberty!*) will have an accompanying set of 10 homework questions. You will complete homework using Blackboard. To find the questions, log into Blackboard and find the Assignments tab in the left-hand toolbar. Click on the homework folder and locate the set of questions that is due.

Homework questions must be completed by noon on the due date listed in the syllabus to receive full credit. Questions can be completed at any time up until the start of the final exam, but late submissions will only receive half credit.

Read the Foner chapters carefully. You will only get two attempts at each homework question.

## Grading

Combined, LectureTools & Homework will represent 10% of your course grade. If you simply do what you should be doing, these can be simple points to earn that help float your grade. By the same token, if you don't take care of business, these points can easily bump you down to a lower grade in the class. I have seen it happen many times! Each homework assignment (there are thirteen sets) will be worth 10 points. Each lecture (there are 25) can earn you 5 points. This adds up to a possible 255 points. We know that things can happen like illness or technical glitches. For that reason, we give you a cushion. Your LectureTools score will be calculated out of 225 points. If you score above 225 points, you will remain at 100% credit. There is no extra credit. We have set it up this way to make it easier for everyone. Unless you run into extreme circumstances (i.e. being out sick with mono for 6 weeks), do not try to make up LectureTools questions. We will tell you that you have used part of your cushion.



## Additional Policies and Information:

### Excused Absences

Students need to notify the professor of absences prior to class when possible. Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per Senate Rule 5.2.4.2, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

### Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

### Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of Senate Rules) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

#### Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859)257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.