

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other


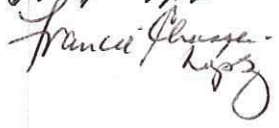

Proposal Name¹ (course prefix & number, pgm major & degree, etc.): HIS 109 *(ch.g. title description add pt. served)*

Proposal Contact Person Name: David Hamilton Phone: 7-3104 Email: dehami01@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Curriculum Committee	1/11/10	David Hamilton / 7-3104 / dehami01@uky.edu	
Francie Chassen-Lopez	1/27/10	Francie Chassen-Lopez / 7-4344 / frclopsz@uky.edu	
		/ /	
		/ /	
A&S Ed. Policy Cmte.	<i>12/09/10</i>	Randall Roorda, Humanities / 7-1033 / roorda@uky.edu	
A&S Dean	<i>12/09/10</i>	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council	5/3/2011	Sharon Gill <small>Digitally signed by Sharon Gill DN: cn=Sharon Gill, o=Undergraduate Education, ou=Undergraduate Council, email=sgill@uky.edu, c=US Date: 2011.05.06 09:05:03 -0400</small>	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

¹ Proposal name used here must match name entered on corresponding course or program form.

² Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.

- a. Submitted by the College of: Arts and Sciences Today's Date: 4/27/2010
- b. Department/Division: History
- c. Is there a change in "ownership" of the course? YES NO
- If YES, what college/department will offer the course instead? _____
- d. What type of change is being proposed? Major Minor¹ (place cursor here for minor change definition)
- e. Contact Person Name: Tracy Campbell Email: tracamp@uky.edu Phone: 7-7811
- f. Requested Effective Date: Semester Following Approval OR Specific Term²: _____

2. Designation and Description of Proposed Course.

- a. Current Prefix and Number: His 109 Proposed Prefix & Number: His 109
- b. Full Title: History of the United States since 1865 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 1865
- d. Proposed Transcript Title (if full title is more than 40 characters): history of the U.S. since 1877
- e. Current Cross-listing: N/A OR Currently³ Cross-listed with (Prefix & Number): _____
- Proposed – ADD³ Cross-listing (Prefix & Number): _____
- Proposed – REMOVE^{3,4} Cross-listing (Prefix & Number): _____

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.

Current: _____ Lecture _____ Laboratory⁵ _____ Recitation _____ Discussion _____ Indep. Study
 _____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency
 _____ Seminar _____ Studio _____ Other – Please explain: _____

Proposed: _____ Lecture _____ Laboratory _____ Recitation _____ Discussion _____ Indep. Study
 _____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency
 _____ Seminar _____ Studio _____ Other – Please explain: _____

- f. Current Grading System: Letter (A, B, C, etc.) Pass/Fail
- Proposed Grading System: Letter (A, B, C, etc.) Pass/Fail

g. Current number of credit hours: _____ Proposed number of credit hours: _____

¹ 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 sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ 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 represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

COURSE CHANGE FORM

- h. Currently, is this course repeatable for additional credit? YES NO
 Proposed to be repeatable for additional credit? YES NO
 If YES: Maximum number of credit hours: _____
 If YES: Will this course allow multiple registrations during the same semester? YES NO

- i. Current Course Description for Bulletin: A continuation of HIS 108, from 1865 to present
This course examines American History from 1877 to the present: political, economic and social – Gilded Age, Progressive Era, New Deal, Age of Affluence and of Limits, Great Society and two Great Wars. You will find 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: _____

- j. Current Prerequisites, if any: _____
 Proposed Prerequisites, if any: _____

- k. Current Distance Learning (DL) Status: N/A Already approved for DL* Please Add⁶ 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 changes do not affect DL delivery.

- l. Current Supplementary Teaching Component, if any: Community-Based Experience Service Learning Both
 Proposed Supplementary Teaching Component: Community-Based Experience Service Learning Both

3. Currently, is this course taught off campus? YES NO
 Proposed to be taught off campus? YES NO

4. Are significant changes in content/teaching objectives of the course being proposed? YES NO
 If YES, explain and offer brief rationale:

5. Course Relationship to Program(s).

- a. Are there other depts and/or pgms that could be affected by the proposed change? YES NO
 If YES, identify the depts. and/or pgms: _____
 b. Will modifying this course result in a new requirement⁷ for ANY program? YES NO
 If YES⁷, list the program(s) here: _____

6. Information to be Placed on Syllabus.

- a. 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 undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

⁶ You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

Brothers, Sheila C

From: Petrone, Karen
Sent: Friday, March 09, 2012 12:04 PM
To: Hamilton, David E; Brothers, Sheila C
Subject: RE: Proposed Changes to HIS 109

Dear Sheila,

We do indeed want both to include the course in the core and have it approved for DL delivery. Thanks, Karen Petrone

From: Brothers, Sheila C
Sent: Friday, March 09, 2012 9:10 AM
To: Hamilton, David E; Campbell, Tracy
Cc: Ashby, Caleb C; Ellis, Janie
Subject: Proposed Changes to HIS 109

Good morning. I am writing in regards to the proposed change to HIS 109. (attached) There is one issue with the course change form.

Q#2k: There is no indication on the form that this course is being requested for DL delivery. However, a DL form is included with the proposal. Please clarify. Upon receipt of the requested information, it can be placed on a web transmittal for final Senate approval.

Thank you,
Sheila

Sheila Brothers
Staff Representative to the Board of Trustees Office of the Senate Council 203E Main
Building, -0032 Phone (859) 257-5872 <http://www.uky.edu/faculty/senate>

General Education Course Approval Form

Date of Submission: 4-27-10

1. Check which area(s) this course applies to.

Inquiry – Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry – Humanities	<input type="checkbox"/>	Quant Reasoning – Math	<input type="checkbox"/>
Inquiry – Nat/Math/Phys Sci	<input type="checkbox"/>	Quant Reasoning – Stat	<input type="checkbox"/>
Inquiry – Social Sciences	<input type="checkbox"/>	Citizenship – USA	<input checked="" type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Citizenship - Global	<input type="checkbox"/>

2. Provide Course and Department Information.

Department: History

Course Prefix and Number: HIS 109 Credit hours: 3

Course Title: United States History Since 1876

Expected Number of Students per Section: 200-300 Course Required for Majors in your Program? no

Prerequisite(s) for Course? none

Departmental Contact Information Date:

Name: David Hamilton Email: Dehami01@uky.edu

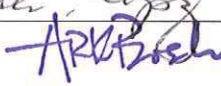
Office Address: POT 1755 Phone: 257-3104

3. In addition to this form, the following must be submitted for consideration:

- A major course change form for revision of existing courses or a new course form for new courses.
- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative that explains: 1) how the course will address the General Education and Course Template Learning outcomes; 2) active learning activities for students; and 3) the course assignment(s) that can be used for Gen Ed course assessment.

4. Signatures

Department Chair:  Date: 11/19/10

Dean:  Date: 12/10/10

Submit all proposals electronically to:
Sharon Gill
 Office of Undergraduate Education
Sharon.Gill@uky.edu

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

Reviewer Recommendation

Accept Revisions Needed

Course:

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:

A. First Exam = based on discussions, lectures, required readings. Will demand comprehensive knowledge and ability to explain controversial issues and analyze historical processes. Accounts for 20 percent of grade.

Brief Description:

Exams will consist of long- and short-answer essay questions that will ask students explain conflicting historical interpretations based on a detailed understanding of a theme, a period, or an event. Students will be asked to explain multiple perspectives based on class, race, or gender.

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:

Demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.

... because no movement for change, no cultural dynamic can be understood in isolation from the world around it, and American history cannot be taught in that way. To recognize the rise and fall of the Ku Klux Klan in the 1920s one must be aware of the massive influx of immigration in the decades before; to understand religious fundamentalism in the same decade, one must be aware of the challenges that modernism (economic and intellectual) produced to traditional Protestant values.

Brief Description:

Explaining the rise and fall of the second Ku Klux Klan involves understanding a social movement from multiple perspectives (those of white Protestant southerners, African Americans, ethnic workers) and conflicting historical interpretations about why the Klan emerged as a powerful force in 1920s America.

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:

Power and resistance

... because history, by its very definition, is change over time. American history, because of the comparative openness of its legal and political processes, is a history of groups attempting to transform the world around them, and confident that they can do it – as witness the Progressive movement, the crusade against drink, the 1941 March on Washington, or the demonstrations against the Vietnam War – even the Tea-Party movement. No survey on American history can overlook the existence and challenge of the South within the larger nation, or the challenge of a West, abundant in resources and in cultural conflict, illustrated by but not simply confined to the wars on the Dakota, Nez Perce, Apache, and Comanche.

Brief Description:

A major theme of the course is how a democratic society exercises power and how groups have historically resisted its use. This might include resistance by Native Americans in the late 19th century or African Americans seeking full civil and political rights in the 1950s and 1960s.

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

Example(s) from syllabus:

15% discussion section attendance, participation, and written exercises

Brief Description:

Using discussions and in-class and out-of-class written assignments to generate discussion, students use historical terms (vocabulary) such as "Progressivism" or "imperialism and anti-imperialism" to explain larger developments in American history.

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:

The major essay will be a 10-12 page paper based on one or more the assigned readings. Specific instructions for the paper will be handed out in discussion sections in the second week of the semester. The paper must be turned in to your TA at the Wednesday meeting of the second to last week of classes.

Brief Description:

Students must choose a major paper assignment based on the assigned readings. one example: how does Philip Caputo's RUMOR OF WAR suggest the larger attitudes and assumptions that shaped the experience of American soldiers in Vietnam?

Information literacy component:

Students are given extensive and detailed instructions about the topic, how to cite sources, and how to supplement the assigned readings with materials obtained via library research.

Reviewer's Comments:

[Sample Syllabus for Gen Ed Approval Process]

HIS 109-001-012: History of the United States since 1877

Lectures: CB 106 M-W, 9:00-9:50

Instructor: Professor Mark W. Summers

Office: Room 1729 Patterson, 257-3037

Email: msumm2@uky.edu

Office Hours: M 1-3

Discussion Sections:

001:

002:

003:

004:

005:

006:

007:

008:

009:

010:

011:

012:

Teaching Assistants Office Office Hours E-mail

- 1.
- 2.
- 3.
- 4.

Course Description and Course Objectives:

This course examines American History from 1877 to the present: political, economic and social -- Gilded Age, Progressive Era, New Deal, Age of Affluence and of Limits, Great Society and two Great Wars. You will find 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.

Running throughout these periods and subjects is the theme of the diversity of American society: that between the free and unfree, the poor and the affluent, the immigrant and the native-born, those of European, African and Asian descent, male and female, great differences exist both in the way institutions have treated them and in how far opportunity is open to them. As the course material makes clear, the promise of a society where all people are created equal, or, indeed, all cultures permitted to flower, is one not always kept, but always a matter of conflict and struggle. The second half of the American history is, in all ages, a chronicle of that struggle and of the dialogue between divergent world-views. Every ideal is contested ground, and every advance incomplete.

Yet to emphasize the diversity, the historical, societal and cultural differences at the expense of the larger matter of explaining what holds America together and what has made America evolve as one nation is to create a misleading account of the past. The United States is one nation. Its cultural differences are not so great as to efface any sense of nationalism or common purpose; and that common purpose has an impact on the world at large as palpable as the bases in the Indian Ocean, the corporate offices in Brussels, or the cemeteries for American combat dead in France.

Course Structure and Learning Outcomes:

The course is organized with two large lectures each week and one discussion section meeting.

Upon completion of this course, a student should be able to:

A. Demonstrate an understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives and socioeconomic class.

... because slavery and its aftermath, the race riots of East St. Louis (1917), Wilmington (1898), and Detroit (1943 and 1967) are essential parts of the conflict over values and rights, just as the definition of “Americanism” go into discussions of the Red Scares, the Counterculture, and the use of American military and economic power in the world at large over the twentieth century.

B. Demonstrate a basic understanding of how those differences influence issues of social justice and/or civic responsibility.

... because the civil rights revolution of the 1950s and 1960s, the tortured course of Reconstruction, the conflict between the values of social responsibility and Social Darwinism in the Gilded Age are crucial issues defining the period in which they took place.

C. Demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.

... because no movement for change, no cultural dynamic can be understood in isolation from the world around it, and American history cannot be taught in that way. To recognize the rise and fall of the Ku Klux Klan in the 1920s one must be aware of the massive influx of immigration in the decades before; to understand religious fundamentalism in the same decade, one must be aware of the challenges that modernism (economic and intellectual) produced to traditional Protestant values.

D. Demonstrate:

- a) **Societal, cultural and institutional change over time**
- b) **Civic engagement**
- c) **Regional, national, or cross-national comparisons**
- d) **Power and resistance**

... because history, by its very definition, is change over time. American history, because of the comparative openness of its legal and political processes, is a history of groups attempting to transform the world around them, and confident that they can do it – as witness the Progressive movement, the crusade against drink, the 1941 March on Washington, or the demonstrations against the Vietnam War – even the Tea-Party movement. No survey on American history can overlook the existence and challenge of the South within the larger nation, or the challenge of a West, abundant in resources and in cultural conflict, illustrated by but not simply confined to the wars on the Dakota, Nez Perce, Apache, and Comanche.

Required Readings: the textbook is Davidson, Gienapp, Heyrman, Lytle, Stoff, NATION OF NATIONS, vol. II (2).

Arnesen, BLACK PROTEST AND THE GREAT MIGRATION
Ellen Schrecker, THE AGE OF McCARTHYISM
Anzia Yezierska, BREAD GIVERS
Philip Caputo, A RUMOR OF WAR

Course Grading, Exams, and Assignments

20% first midterm,

20% second midterm

15% major essay

30% final examination –

15% discussion section attendance, participation, and written exercises

This totals, I hope, 100%

All three exams are essay and short-answer format: The two hour exams are as follows: 30% is short-answer (identifications); 20% is a ten-minute essay on a topic of my choosing; 50% is a half-hour essay -- which I choose from a list which you will be given in advance.

The Final exam will be a two-hour exam and will follow the same format.

The major essay will be a 10-12 page paper based on one or more the assigned readings. Specific instructions for the paper will be handed out in discussion sections in the second week of the semester. The paper must be turned in to your TA at the Wednesday meeting of the second to last week of classes.

Grades (by the way) *are not* on the curve. 90 to 100 is an A, 80 to 89.99999 is a B, 70 to 79.9999 is a C; 60 to 69.999 is a D, and below 60 fails.

Midterm Evaluation:

Each student will receive a midterm report (or midterm grade) indicating standing the course. The midterm evaluation will be based on the midterm exam, attendance and participation in the discussion sections, and the short writing assignments scheduled for the first part of the course.

Final Examination:

The final exam will be held in the regular lecture hall (CB 106). It is a two-hour exam and is scheduled for: TBA.

COURSE POLICIES:

Missed exams: you have to make it up *before* the others' exams are passed back. It is YOUR responsibility to contact me -- and at once, and with what I consider a legitimate excuse -- if you miss an exam.

Late Work: Assignments passed in late will NOT merit full credit.

Course Policy on Academic Integrity:

All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2) at the following website:

http://www.uky.edu/USC/New/rules_regulations/index.htm. The Ombud site also has information on plagiarism found at <http://www.uky.edu/Ombud>.

Attendance and Classroom Decorum:

1. Attendance at lectures is required. We will take attendance at about one-third of the lectures over the course of the semester. Attendance at the discussion group meetings is also required and the TAs will take attendance at each meeting.
2. Come on time and do not leave until the lecture is over.
3. Lectures are *for my lecturing*, and not you conversing, reading the newspaper, doing crosswords, playing on the computer, kanoodling, or writing *The Great Gatsby*, which has already been published. Doing any of these things is rude to people around you and reflects very badly on your parents, who we may feel ourselves at liberty to inform. If you possess a Ring of Power and wish to turn yourself invisible for the duration of the lecture, we have no objection.
4. If you are sick and contagious, it would be best to stay at home. Sickness, like everything else, may be better to give than to receive, and nobody near you wants to receive it. But please email your TA explaining that you are ill.
5. **Excused Absences:** University rules define certain "excused absences." If these arise, you are responsible for explaining to your TA why you needed to miss lecture or a discussion section and presenting to the TA the necessary verification.

Course Policy on Academic 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 (Room 2, Alumni Gym, 257-2754, email address jkarnes@eamil.uky.edu) for coordination of campus disability services available to students with disabilities.

Withdrawal/Incomplete Policy:

Official withdrawal from the class is required by the Registrar's Office to avoid a failing grade in the class. NOTE: neither the TA nor the instructor can withdraw a student from the class because the student stops attending. Incompletes will be given ONLY in rare circumstances that involve a medical emergency or medical condition. A student must request an Incomplete from Professor Summers and, if he approves, the student must complete a contract that Professor Summers will sign specifying what work remains to be completed.

Preparing for the first midterm

On the first midterm, there will be a series of identifications for the course, a long essay (worth fifty percent of the exam grade), and a short essay (worth twenty percent of the exam grade). The long essay will be chosen from the following:

Answers are judged not simply on the amassing of facts, but on the recognition of complexity, of the impossibility of finding simple answers to any larger issue, to recognize the conflicts and compromises so essential to comprehending the evolution of American society.

1. "I lift my lamp beside the Golden Door," says Emma Lazarus's poem at the base of the Statue of Liberty. But how open was opportunity to those to whom she beckoned -- and other Americans -- in the Gilded Age?
2. The Industrial Revolution made us a richer America and a poorer one. How, in the period that this exam covers?
3. .A wheat farmer in Kansas -- a cotton farmer in Mississippi -- an ironworker in Pittsburgh -- a Russian Jewish immigrant in New York City. Which, looking from 1900, would have felt least, which would have felt most,

satisfied with the way events since the Civil War had turned out? Imagine these people; you can make one of them or more into a Civil War veteran, a woman, a Populist, or a member of a minority, as suits you and as would fit logic. They're yours to create, within the question's boundaries, to illustrate the promise -- failed and kept -- of the Gilded Age.

4. "Reform was a hoax in this age: it was men out for themselves, or impracticals and lunatics. It is just as well they accomplished nothing." Comment on this, perhaps not completely satisfactory view of what reform was and what it meant, 1863-1900.
5. "Things are in the saddle and ride mankind," a philosopher once complained. Nowhere, perhaps, is this truer than in the Gilded Age (1865-1900) -- "things" including everything from guns, plows and steam engines, to legal fictions, like corporations, institutions, and ideas. How far is this true? How far did THINGS make us better and worse off?
6. "We scrap our old machines for new, but not our old moralities. And what is the result? In machinery we do very well. But in values, in ways of governing, in morality, we find ourselves badly suited, and they leave us further and further behind every day." This paraphrases something a turn-of-the-century character says in a play. Can it sum up the problems of America's wrestling with technology and industrial revolution in the Gilded Age? How?
7. How do the South and West both illustrate the strengths and limits of the new industrial order -- and the way common people responded to them? What do they tell about the national picture?
8. Was the Gilded Age properly named? WAS it, in fact, gilded? (You had better be darned sure what gilded -- which has nothing to do with guilt, guilds, or gelding -- means).
9. The Gilded Age, supposedly, is the great era of laissez-faire. Government, so the truism goes, DID NOTHING. And by "government," we mean everything from the local sheriff all the way up through governors, mayors, and presidents. It was fundamentally irrelevant to how people's lives turned out, for good and for ill -- and by that we mean ALL people -- of all cultures, all races, all genders. You've been through the course; you've heard the lectures; you've read the book. How true -- half-true -- half-false --- entirely false -- or something in between IS this popular belief?

Possible Short Essays

These are not the ONLY possibilities. But they give you an idea of the kind of topics you should expect for the 10-minute essay.

1. How did big business get big?
2. Did Reconstruction fail -- and if so, why?
3. What was Populism? What did it want, what did it get?
4. How far does the myth of the West fit the realities?
5. Was there really a New South? How new?
6. How well does the Horatio Alger myth fit the reality?
7. Who didn't benefit from the industrial revolution? And how and why?

8. What happened to the Indians?
9. What did it take to succeed in Gilded Age America? Could anyone?
10. How did industrialism change the way Americans lived?
11. How did it change the way they worked?
12. What were the limits on women's opportunity in Gilded Age life?
13. What divided Republican from Democrat in the 1880s?
14. Why did the tariff and civil service reform matter so much?
15. Why did the immigrants come? Were they wholly disappointed?
16. What did the industrial revolution do to family life?

Calendar (Dates TBA)

-- INTRODUCTION: America in 1877

-- The end of Reconstruction and the Disputed Election

-- The Strange Stillbirth of the New South, 1877-1901

-- The Wild West and the Lone Prairie

-- Upon What Meat do Our Robber Barons Feed?

-- Opportunity? Horatio Alger & the American Dream

-- The Farmer is the Man: the Populist 1890s

-- **EXAM #1**

-- Empire, 1898-1901

-- Brothels, Bosses, and Boodlers

-- TR & the Progressives: Taming the Trusts

-- Terrors of Cultural Pluralism, 1895-1915

-- Dream Betrayed: World War I, 1917-1918

-- Noble Experiments, 1920s

-- The Crash of Capitalism, 1929-35

-- New Deal, but Same Old Deck, 1933-41

-- A New Order in Foreign Policy, 1918-1941

-- A New Deal in Warfare, 1941-45

-- **EXAM #2**

- A Cloud No Bigger Than a Man's Future
- Screaming Whim-Whams: Red Scare II
- Over 180 Million Sold: Affluent America
- Simple Justice: Civil Rights
- Power-Broker Liberalism, 1963-75
- Hearts and Minds: Vietnam
- Telegraph Avenue, Son of Madison Avenue
- Behind Every Watergate is a Milhous; **PAPER DUE**
- The End of History?
- ‘Tis Not Too Late to Seek a Newer World

FINAL EXAM – two-hour exam in the regular lecture hall.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: HIS 109	Date: 12/10/10
Instructor Name: Kathi Kern	Instructor Email: kern@email.uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
	Hybrid <input type="checkbox"/>

Curriculum and Instruction	
1.	<p>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?</p> <p>The course will create an archive of American history content as well as opportunities for students to explore that content interactively. Presentations by the faculty member will be captured using both Camtasia voice-over powerpoint and by Echo 360 personal capture and will be made available to students in a variety of usable formats, including podcasts, downloadable powerpoint slides, and vodcasts. Students will explore material through an online discussion board and participate in multiple simulations as members of a virtual discussion section. The instructor will launch the course holding a synchronous meeting with each discussion section to establish a sense of community and to prepare students for the online simulations and other web-based course activities. The instructor will monitor the discussion boards and conduct virtual office hours twice a week.</p>
2.	<p>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.</p> <p>At the 100 level of history instruction, history faculty challenge students to deepen their content knowledge, to enhance their critical reading and thinking skills, to hone their powers of analysis in both speech and writing. In addition, as this course is aimed to satisfy the Gen Ed requirement (Community, Culture, and Citizenship in a Diverse US Society), online instruction must be designed to provide students with opportunities for engagement and debate over the contested nature of US citizenship. All of these course goals have been carefully considered in the design of the online course. Faculty presentations of content will be recorded and archived for review by students; critical reading and thinking skills will be enhanced through the use of the highly regarded Stanford University website "Reading Like a Historian;" student interaction and debate over the history of US culture and citizenship will be handled through online simulations and discussion board; and student-lead research and analysis will be conducted through voice-over powerpoints.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course</p>


Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	<p>portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>History is a reading and writing-intensive discipline. Student writing done outside of the traditional classroom is always vulnerable to plagiarism. Several strategies will be employed to reduce the chance of cheating in the online course. The historical literacy quizzes will use the latest technology that does not permit a student to open multiple browsers during the duration of the quiz; simulation writing assignments (blogs) will be posted on the course website, thus reducing anonymity and the chance of plagiarism; writing assignments designed for the course are all original (and a bit idiosyncratic), thus reducing the possibility that such assignments can be copied from elsewhere on the web. Students final projects (voice over powerpoint) will be recorded in their own voices. Still, there is no fool-proof method for insuring that a student complete his or her own work, whether in the traditional face to face class or online. Assignments will be altered each time the course is offered.</p>
4.	<p>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?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p> <p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>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?</p> <p>Students will have access to services offered through the Distance Learning Program, including the Distance Librarian. In general, no special services are required in 100 level history classes.</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>Readings, guides to reading, hands-on primary source analysis, and access to digital humanities archives with materials that support the instruction will all be co-ordinated with the Distance Learning Librarian and available through the Blackboard portal.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>The course will take full advantage of the Blackboard technology to house all course materials and to provide links to electronic archives.</p>
<i>Student Services</i>	
8.	<p>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 Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>The syllabus directs students to avenues for technological support.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students 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.</p>

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any. <input type="checkbox"/> The technological requirements for the course. <input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300). <input type="checkbox"/> Procedure for resolving technical complaints. <input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message. <input type="checkbox"/> Maximum timeframe for responding to student communications. <input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." <input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) <ul style="list-style-type: none"> o Carla Cantagallo, DL Librarian o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) o Email: dllservice@email.uky.edu o DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Kathi Kern Instructor Signature: </p>

History of the United States Since 1877
HIS 109
Summer II (8-week) 2011
June 9-August 4

Course Access/Class Time and Location:

This is an online course. To access the course visit <http://elearning.uky.edu> and login to Blackboard with your **LINK BLUE** username and password.

Instructors: Professor Kathi Kern/Kevin Walters (Teaching Assistant in History)

Office phone: 859-257-3555

Office address: 1731 Patterson

UK e-mail address: My e-mail address is kern@uky.edu.

Kevin Walters is kevin.walters@uky.edu

This is the best way to contact us. Please use the **Send Email** option in Blackboard. This tool automatically puts the course number in the subject line. This will help facilitate a quicker response from me.

Course Developer: Prof. Kern

Virtual Office Hours:

Generally, the fastest way to contact me is through email. I will respond within 1 business day and often sooner. For face-to-face, telephone, or SKYPE appointments: please e-mail me to set up a meeting time. In addition, I will hold office hours on Adobe ConnectPro on Tuesday and Thursday, 2:00-3:00.

Course Description/ Overview of Course: This course examines American history from 1877 to the present: political, economic, and social—Gilded Age, Progressive Era, New Deal, Age of Affluence and of Limits, Great Society and two Great Wars. You will find 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 and what problems this created. Because we will cover over 130 years of American history, we will focus our coverage on moments in the American past where the rights of citizens contracted or expanded. This question of national belonging will serve as a unifying theme for the course. Who counts as an American citizen and when? How do these questions of the contested nature of citizenship reflect more broadly on our nation's past? On our future? Students will engage in this study using a number of methods: analyzing primary documents, reading the work of historians, listening to lectures, engaging in discussion board, participating in simulations, and preparing a presentation of their own design.

Student Learning Outcomes:

With the successful completion of this course, students will grow in their ability to:

1. Build a body of content knowledge in US history.
2. Place historical events in perspective.
3. Analyze historical evidence.
4. Formulate arguments based on historical evidence.

5. Understand historical events from competing perspectives and identify the points of view of various historical actors.
6. Demonstrate an understanding of the ways that differences (based on race, ethnicity, gender, sexuality, language, nationality, religion, political perspective, and socio-economic class) shaped the expansion and contraction of US citizenship.

Course Goals/Objectives:

Because this course is offered as part of the Gen Ed curriculum (Community, Culture, and Citizenship in a Diverse US Society), its design reflects the specific learning outcomes of Gen Ed in the following ways. Upon completing History 109, students should be able to:

- A. Demonstrate an understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives and socioeconomic class.**

Students in History 109 will explore in-depth moments in American history where the issue of citizenship and national belonging was sharply contested over race (Japanese Internment, Civil Rights Movement); gender (14th and 19th amendments to the Constitution); nationality (immigration restriction); socioeconomic class (struggles for unionization).

- B. Demonstrate a basic understanding of how those differences influence issues of social justice or civic responsibility.**

History 109 offers a study of the ongoing expansion and contraction of US citizenship as the central theme. Students will study in-depth the strategies various groups of Americans employed to challenge restrictions, gain greater agency, and to stake their claim to full-fledged citizenship. As participants in class simulations, students will engage in “perspective-taking” and “thinking historically”—that is, they will identify the points of view of competing historical actors and try to articulate the personal, cultural and political logic that motivated people in the past.

- C. Demonstrate an understanding of the historical, societal and cultural contexts relevant to the subject matter of the course.**

The course will feature a number of “case studies” of American democracy. In each of these, students will deepen their knowledge of the historical context that gave rise to debates over citizenship and its limits. For example, when Susan B. Anthony stood trial for voting illegally in 1872, she acted out of a personal conviction, bolstered by a collective movement of women, that women’s citizenship rights had been articulated in the 14th amendment, and that the right to vote was among those rights. To understand this singular moment, we need to explore the historical context, including the aftermath of the civil war, the controversies over the citizenship claims of newly emancipated African American men, the contest of power between the state and the federal government, as well as the cultural frameworks of gender that could be manipulated to both support and deny the advisability of women voting.

- D. Demonstrate: 1) societal, cultural and institutional change over time (e.g. the opening up of the electorate and the expansion of rights over the course of the 20th century) 2) civic engagement (e.g. African Americans boycotting public transportation to challenge Jim Crow segregation 3) regional, national, or cross-national comparisons (women gaining the right to vote in Western states) 4) power and resistance (civil rights challenges).**

Required Course Readings/Viewing Materials:

Textbook information

Mary Beth Norton, et al., *A People and a Nation, Since 1865, Volume II, Brief Edition*

Yoshiko Uchida, *Desert Exile: The Uprooting of a Japanese-American Family*

Joanna Gibson Robinson, *The Montgomery Bus Boycott and the Women Who Started It*

Books may be purchased from the following stores.

- Kennedy Bookstore, 405 S. Limestone, (859) 252-0331
or go to the website: <http://www.kennedys.com>
- Wildcat Text Books, 563 S. Limestone, (859) 225-7771
or go to the website: <http://www.wildcattext.com>
- UK Bookstore 106 Student Center Annex, (859) 257-6304
or go to the website: <http://www.uk.bkstr.com>

You can also purchase textbooks through any of the Internet bookstores, but you will need to rush shipping for them because **you will need to begin reading the first day** of the 8 week session.

Additional readings (articles, book chapters, news media, films, videos, etc) will be required as well, but will be made available through E-reserves through the UK library, the UK full text online articles services, through the course content section of Blackboard, and through Internet sources.

Primary Source Readings: the course will take advantage of rich digital archives in American history, as well as University-based educational sites that provide guidance for analyzing original sources. These are the sites from which your homework assignments will be drawn. Sites include:

Library of Congress: <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/>

Stanford History Education Group: <http://sheg.stanford.edu/?q=node/21>

George Mason University, History Matters: <http://historymatters.gmu.edu/>

Minimum Technology Requirements:

Complete the following steps to make sure your computer is correctly configured and the necessary software is installed. **Note: You will not be able to access course material if you fail to complete these steps.**

1. Go to this site to check the **minimum hardware, software and browser requirements**: <http://wiki.uky.edu/blackboard/Wiki%20Pages/Bb9%20Hardware%20and%20Software%20Requirements.aspx>

2. Internet Explorer is NOT recommended for Blackboard. **Firefox is the recommended Internet browser for the course.** Go to <https://download.uky.edu/> to download a free version of Firefox. Log in with your **LINK BLUE** id and password and search for **Firefox**.

3. Go to <http://java.com> and click on the **Free Java Download** button. Run the installer to get the latest version.

4. You will also need **Flash, Adobe Acrobat Reader and QuickTime** movie player. Go to <http://wiki.uky.edu/blackboard/Wiki%20Pages/Browser%20Check.aspx> then click **BbGO!** If you do not have these installed, you can download them from this site.

5. To download **Windows Media Player**, click this link:

<http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>

6. Students and faculty can download **Microsoft Office Suite** (including Word and PowerPoint) from this site: <https://download.uky.edu/>.

7. **To use Adobe ConnectPro, begin by visiting this site:**

<http://www.uky.edu/TASC/AV/connectproresource.php>

For training and for minimum technology requirements. This page includes a test you can run to determine if your computer has all the necessary components.

If you experience technical difficulties contact the Customer Service Center at 859-218-HELP (4357) or by e-mail at helpdesk@uky.edu. Please also inform the course instructor when you are having technical difficulties.

Bb 101 for First-Time Online Students

This is a brief introduction for students using Blackboard for the first time.

- Go to <http://elearning.uky.edu> and log in with your **Link Blue ID**.
- Click on the Courses link near the top left of the page (to the right of My Bb and under the Library tab).
- In the Course Search line, type **Bb9-101** (exactly as you see it there, including the hyphen).
- Find the Course ID (first column) **Bb9-101-OnLine-Stu**, and click the down arrow next to the Course ID. Click **Enroll** then **Submit**.

Grading:

Simulation Blogs (3 total)	30%
Discussion Board Posts (5)	10%
Quizzes (6)	12%
Homework Assignments (7 total)	28%
Final Powerpoint	20%
Total:	100%

Final grades will be will be assigned as follows:

A = 100-90

B = 89-80

C = 79-70

D = 69-60

E/Fail = 59% and below

You can review your scores by going to **MY GRADES** in Blackboard (click on TOOLS first)

Summary of Assignments:

The assignments designed for the course all closely follow the student learning objectives. They are designed to provide you an opportunity to dig into original materials, to conduct historical analysis, and to engage in debate and commentary with other students.

Homework (7 assignments worth 4% each): homework assignments consist of reading and interpreting primary sources related to the theme of the week. These sources are housed in various online archives. You will be asked to write a short essay or answer several short-answer document-based questions. Homework is due each Monday by 4:00pm.

Historical Literacy Quizzes (6 worth 2% each)

Quizzes for the course test your comprehension of the reading and help you to establish a sense of the basic chronology of modern US history. Quizzes are completed in an online testing window and must be completed by Friday morning at 10:00am.

Simulations (3 worth 10% each)

In History 109, a “simulation” is a class activity in which we will study and debate a historical event or movement from multiple perspectives. Simulations are the centerpiece of this course because they underscore so many of our learning objectives: they engage students in active learning, they illustrate the contested nature of historical analysis, they allow us to witness the changing patterns of citizenship and national belonging in the American past. Over the semester, we will conduct 6 simulations, each running for approximately 3 days. Simulations will be arranged and conducted within the virtual discussion sections. This means you will participate with a group of 20 students on this enterprise. Each student will participate as a historical figure in 3 of the 6 simulations. For this exercise, you will study the event in question from the perspective of one of the key participants. You will prepare a blog from this perspective and you will respond to other blogs and questions posed by other participants. In the simulations in which you are not a historical figure, you will post on the discussion board with feedback and commentary on the simulations. Simulations will run each week after the first, Tuesday-Thursday.

Discussion Board Posts (5 worth 2% each)

You are responsible for posting on you the discussion board at least 5 times over the course of the semester. Two times you need to post on a thread involving the books we read (Desert Exiles and The Montgomery Bus Boycott). The other three times you must post are in response to the simulations (see above). Discussion boards will be organized with the virtual discussion sections, that is you will be engaging in the readings with a group of no more than 20 other students. You may post more often than the minimal requirement.

Final Powerpoint (1 worth 20%)

The capstone project for the course asks you to think historically about a contemporary citizenship issue. You will choose a topic from the list provided and prepare a narrated powerpoint in which you interpret the event in light of the history you have studied.

Submission of Assignments

All assignments must be submitted online. Assignments sent via e-mail will not be accepted/graded. If you have problems submitting an assignment, it is your responsibility to let your instructor know. Written assignments **MUST** be submitted as Microsoft Word files unless otherwise noted. All filenames should use only alpha-numeric characters (a-z, 0-9) before the file extension (example .doc or .docx). Example: SamAdamsEssay2.doc . Blackboard does not accept file names with characters like !@#%\$.

Quiz Information:

Historical Literacy Quizzes are short quizzes meant to assess your comprehension of the reading and to make sure you emerge from History 109 with a basic sense of the chronology of modern US history. Over the course of the semester you will take 6 quizzes. Quizzes are “open book” meaning you can consult your notes and readings.

Quiz directions:

The online quizzes will be submitted electronically through Blackboard and must be submitted by the stated deadline (each Friday by 10.00am). Each examination will consist of 15 multiple-choice or true/false questions. The quiz will be available beginning 24 hours before the due date/time. It is your responsibility to make sure that you access the material during that time period. You can access the examination any time during the 24-hour window but you can only access it once. Once you access an examination you have 30 minutes in which to complete and submit it (the latest you should access an online examination is 8.00am). If you go over the time 30 points will be deducted from your quiz. It is your responsibility to watch the time and submit the examination in time.

Online quizzes are **OPEN BOOK** examinations. You can use your textbook or any other notes when taking an examination. You are on your honor to take the examination on your own without the assistance of any other person. Although you can use your book and notes, you **MUST** prepare ahead of time because you will not have enough time to look up the answer to each question.

Multiple choice, true/false, and fill-in-the-blank questions will be automatically graded and your score will be available immediately.

If you experience technical difficulties contact the Customer Service Center at 859-218-HELP (4357) or by e-mail at helpdesk@uky.edu. Please also inform the course instructor when you are having technical difficulties.

Quiz Schedule: (all times are Eastern Time)

Quiz 1:	June 16-17 from 10:00am-10:00 am
Quiz 2:	June 23-24 from 10:00am-10:00am
Quiz 3:	June 30-July 1 from 10:00-10:00am
Quiz 4:	July 7-July 8 from 10:00am-10:00am
Quiz 5:	July 14-July 15 from 10:00-10:00am
Quiz 6:	July 28-July 29 from 10:00-10:00am

Policy on Academic Accommodations:

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/index.html>. The center will require current disability documentation. When accommodations are approved, the Center will provide you with a Letter of Accommodation which details the recommended accommodations. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754). Contact the DRC Director Jake Karnes 859.257.2754 or jkarnes@email.uky.edu.

Attendance

All course materials are online and it is YOUR responsibility to access material in a timely manner. To help keep you on track I have provided a Course Schedule that you should follow. The schedule is at the end of this syllabus and also in the UNITS tab on Blackboard. You are expected to spend a MINIMUM of 3-4 hours per day (5 days a week) working with the course material (including reading, writing, interacting with other students in the course, etc).

Excused Absence/ Make-up opportunities

Late assignments will be accepted only in the event of documented excused inability/absences as defined by **University Senate Rules V, 2.4.2**. Problems associated with your computer, procrastination, or forgetfulness are not acceptable excuses for late submission of assignments. It is YOUR responsibility to make sure that you access and submit assignments on time. **Note:** Once the deadline for submission has passed, these assignments will no longer be accessible on Blackboard.

Make-up quizzes will only be given for **DOCUMENTED** excused absences (or inability) **as defined by the University (Senate Rule V.2.4.2)** and are scheduled as needed. A missed quiz will result in a score of zero for that exam/quiz, unless an acceptable written excuse is presented within 36 hours of the missed quiz.

Academic Integrity, Cheating and Plagiarism

PLAGIARISM and CHEATING are serious academic offenses.

The following is an excerpt taken from the "Students Rights and Responsibilities Handbook, University of Kentucky" regarding cheating.

"Cheating is defined by its general usage. It includes, but is not limited to, the wrongful giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade."

The following is an excerpt taken from the "Students Rights and Responsibilities Handbook, University of Kentucky" regarding plagiarism.

"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."

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

Plagiarism includes reproducing someone else's work..... 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."

Charges of an academic offense will be made against any student that cheats or commits plagiarism. Penalties for such an offense will be assessed according to University Regulations regarding Academic Offenses. The most severe penalties include suspension or dismissal from the University. **I have a zero-tolerance policy regarding academic offenses.**

NOTE* In addition to the circumstances listed above, the following activities are considered evidence of cheating:

- 1) Any talking to another student during an examination.
- 2) Looking at another students' work during an examination, or allowing another student to look at your work.
- 3) Collaborating with another student on an examination and/or submitting an assignment that is similar in wording or sentence construction to the work of another student in the class, unless the assignment has been identified as a group assignment.

Distance Learning Library Services

(<http://www.uky.edu/Libraries/DLLS>)

- Carla Cantagallo, DL Librarian, Email: dlservice@email.uky.edu
- Local phone number: 859. 257.0500, ext. 2171;
- Long-distance phone number: (800) 828-0439 (option #6)

Appropriate Online Behavior:

Students are expected to maintain decorum that includes respect for other students and the instructor, to regularly log in to the course, and to display an attitude that seeks to take full advantage of the educational opportunity. All students are expected to be prepared to work and actively participate in class activities.

Virtual communication and discussion "in cyberspace" occur in a social environment where normal rules of social interaction apply. The remoteness of the recipients is no excuse to behave in an anti-social manner and post unacceptable messages.

Unacceptable messages include those that harass, intimidate, threaten, belittle, ridicule, expressed hatred for, or aggression toward others. Let us be mindful to avoid words that imply that some groups of people are less worthy than others (e.g., avoid racist, sexist, anti-Semitic, age-ist, and homophobic language).

Discussion board and other electronic communication for this course should relate only to the course subject matter, generally respond to the instructor threads, and always seek to further the aims of that particular discussion forum or chat session (e.g., stay on topic).

Contributions to discussion boards and synchronous chat are the intellectual property of the authors. Students who quote another person in class projects, publications or even in remarks made on the discussion board should always acknowledge the source of that quote (e.g., do not plagiarize your classmates).

Personal comments about other users and their views should not be placed in any of our Blackboard course areas that are viewable by other users.

Do not copy private messages to another person without the author's explicit permission. Consult the UK Student Rights and Responsibilities regarding the steps for addressing unresolved academic issues at <http://www.uky.edu/StudentAffairs/Code/part2.html> **Course**

Schedule/Outline:

All course assignments (except quizzes) are due by 4:00(PM) Eastern Time on the due date.

Week/Module	Topic	Readings	Assignments/Activities
One	Why is History so boring?	Syllabus; A People and A Nation (APAN), ch. 16; begin Anthony documents.	Check Minimum Technology Requirements; Discussion Board post; virtual discussion section meeting; simulation sign-up.
Two	Reconstruction Case Study: US v. Susan B. Anthony	Primary documents APAN ch. 17	Monday: homework Tuesday-Thursday: simulation Thursday-Friday: quiz
Three	Gilded Age and the Progressive Era Case Study: Immigration Restriction	Primary documents APAN: ch.18-20	Monday: homework Tuesday-Thursday: simulation Thursday-Friday: quiz
Four	The Depression and New Deal: Case Study: unionization wars	Primary documents APAN: ch. 23-25	Monday: homework Tuesday-Thursday: simulation Thursday-Friday: quiz
Five	World War II Case Study: Japanese-American Internment	Primary Documents Desert Exile APAN: ch. 27	Monday: homework Monday: discussion board post due Tuesday-Thursday: simulation Thursday-Friday: quiz
Week/Module	Topic	Readings	Assignments/Activities
Six	The Cold War and the Civil Rights Movement Case Study: The Montgomery Bus Boycott	Primary Documents The Montgomery Bus Boycott APAN ch. 28-29	Monday: homework Monday: discussion board post Tuesday-Thursday: simulation Thursday-Friday: quiz
Seven	The Turbulent 1960s Case Study: the War on Poverty	Primary documents APAN: ch. 30-31	Monday: homework Tuesday-Thursday: simulation Thursday-Friday: quiz
Eight	Thinking Historically about Contemporary Citizenship Issues	Research for Powerpoint APAN: ch 32-33	Prepare Powerpoints

**The course instructor remains the right to modify or adapt this outline to meet the needs of the class. Adequate notice will be given of any change.*