



**Professional Education Unit**  
Caudill College of Arts, Humanities & Social Sciences  
Department of History, Philosophy, Religion & Legal Studies

History 202 004, #22935  
MWF1: 9:10-10:10 a.m.  
Face to Face Delivery  
Fall 2010

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Office Hours: M/W 11 a.m.-12 p.m. and 2-3 p.m.; T/Th 12-1 p.m.; F 8-9 a.m. and 2-3 p.m.

**Course Description:**

History 202 is an entry level course using historical and literary texts and multimedia approaches to familiarize students with the nation's social, political, economic, and cultural development. History 202 is topical and designed to examine recent American history from a multicultural perspective, reflecting the nation's rich ethnic, spiritual, and occupational diversity. Students will continually question what it means to be an American and at what point an individual becomes American.

**Required Field Experience Hours:** Not Applicable

***“Community Engagement: A Light to and from the Mountains”***

*The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.*

**Conceptual Framework Outcomes (CFOs):**

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.

- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

**Student Learning Outcomes (SLOs):** By the end of this course, the candidate will be able to:

1. increase their **content knowledge** of US history;
2. strengthen their **research** capabilities, comprehension, and analytical skills through reading and written assignments;
3. develop their communication skills through discussion sessions and classroom presentations;
4. sharpen their writing skills through written examinations and analytical reaction papers.

**NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:**

Program:	[ Social Studies ]		[ His 202 American Studies ]		
Aligned with→ Assessment→ (point values)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	National Council for Social Studies Education (NCSSE)	NCATE
Examinations, 50% of grade CFO: 1,2 SLO: 1,2,3,4	1,3	6	Diversity	1,2 3, 4,5,6,7, 8,9, 10	1
Book analysis, 25% of grade CFO: 1,2 SLO: 1,2,4	1,3	6	Diversity	1,2 3, 4,5,6, 9,10	1
Primary Source Analysis, 10% of grade	1,3	6	Diversity	1,2 3, 4,5,6, 9,10	1

CFO: 1,2 SLO: 1,2,4					
Participation, 15% of grade CFO: 1,2 SLO: 1,2,3	1,3,8	6	Diversity	1,2 3, 4,5,6,7, 8,9, 10	1

**Assignment Descriptions:**

Program: [ Social Studies ] [ His 202 American Studies ]	
Assessment (point value)	Description
Examinations 50% of Grade	Students will take three in-class examinations, which will be composed of three parts. The first part will be ten questions composed of true/false and multiple choice questions. The second part will be term identification. The questions for these sections will derive from the terms listed on the chapter study guide that I will make available on Blackboard under Assignments. The third part is an essay question. I will make the essay questions available under Assignments on Blackboard at least one week prior to the exam. Students are responsible for bringing a Blue Book to class to record all of their answers. <b>I will determine on a case by case basis whether or not to allow any makeup exams.</b>
Book Analysis 25% of Grade	Students will also be responsible for writing a three-page book review. The assignment calls for students to write a well-argued review of <i>The Quiet American</i> by Graham Greene. Instructions for this assignment will be made available on Blackboard under Assignments. My late paper policy is simple: <b>For each day that the essay is late its potential grade drops a letter.</b>

<p>Primary Source Analysis 10% of Grade</p>	<p>Students will be responsible for writing a two-page analysis of the photographs of Lewis Hine. Instructions for this assignment can be found on Blackboard under Assignments. The essays must be typed, double-spaced with one-inch margins in 10 or 12 point font. Handwritten responses will not be accepted</p> <p><b>The paper is due in class as designated on the syllabus. Same late paper policy applies.</b></p>
<p>Participation 15% of Grade</p>	<p>Regular attendance and class participation are important components of this class. Students are expected to illustrate informed opinions and thoughts about topics through a variety of exercises including in-class writing assignments and discussions. <b>Quality of input is a major point in evaluating participation scores.</b> See class participation grading guidelines at the end of the syllabus. If students have ongoing problems (i.e. serious illness, etc.) that will interfere with regular attendance, they need to contact me immediately. For each absence, four points will be deducted from the participation score. In order to have an absence excused, students must have a <b>valid written excuse.</b></p>

**Grading Scale:**

**Grading Scale: \*Grades will not be curved.**

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- E 59 and below

## **Required Textbooks:**

H.W. Brands, *American Stories: A History of the United States* Vol. 2

Graham Greene, *The Quiet American*

**All students in this course are required to purchase a TK20 account.** TK20 plays an essential role as a repository documenting your progress through the teacher education program and is as necessary as any other course requirement. You are expected to have purchased and activated your account by the beginning of the third week of class. Your account may either be purchased at [https://payment.tk20.com/ctpayment/options\\_menu.do](https://payment.tk20.com/ctpayment/options_menu.do) or through the University bookstore. (If you are an education major, you only have to purchase this once; if you are taking this course to explore your interest in teaching you can purchase a one semester subscription at a reduced rate. For information on this option contact the College of Education Assessment Office at [tk20help@moreheadstate.edu](mailto:tk20help@moreheadstate.edu).)

## **Course Evaluation:**

The student course evaluation will be determined by three in-class examinations (50%), a book analysis (25%), a primary source analysis (10%), and class participation (15%). Students are expected to attend all classes and to turn assignments in on time. The above table explains assignments and their corresponding point values.

## **Attendance Policy:**

If a student arrives late, it is his or her responsibility to either inform me of their arrival or to sign the roll, otherwise that absence will be considered unexcused. Students who sign in and then leave class early without informing me will have four points deducted from their participation score. Students who are consistently late to class will have four points deducted from their class participation for every tardy. Regarding classroom etiquette, I expect students to be respectful by refraining from talking and other distracting behavior. I also expect students to be courteous during discussions by speaking one at a time and respecting the ideas of their classmates. Before class begins be sure to turn off and put away cell phones or other electronic devices that may disrupt the class. Students may use laptops during class to take notes as long as their behavior is not distracting to either me or their peers.

## **Academic Honesty**

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

### **Americans with Disabilities Act (ADA)**

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, [www.moreheadstate.edu/acs/](http://www.moreheadstate.edu/acs/)

### **Campus Safety Statement**

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

### **Course Calendar:**

#### **His, 202, 004, section # 22935 Spring 2010 Tentative Daily Schedule**

Date	Topic	Readings	Assignments Due
Aug. 23	Introduction		
Aug. 25	Reconstruction	Brands, Chap.16	
Aug. 27	Reconstruction		
Aug. 30	The New South		
Sept.1	The New South		
Sept.6	No class Labor day		
Sept. 8	Contesting the West	Brands, Chap. 17	
Sept. 10	Contesting the West		
Sept .13	Age of Industrialization	Brands, Chap. 18	
Sept. 15	Age of Industrialization		
Sept. 20	Exam 1		
Sept. 22	Toward an Urban America	Brands, Chap. 19	
Sept. 24	Toward an Urban America		
Sept. 27	Gilded Age Politics	Brands, Chap. 20	
Sept. 29	Gilded Age Politics		Primary Source Analysis Due
Oct. 4	Imperial Ambitions	Brands, Chap. 21	
Oct. 6	The Spanish-American War		
Oct. 8	The Philippine-American War		
Oct. 11	Progressivism	Brands, Chap. 22	
Oct. 13	Progressivism	Brands, Chap. 23	

Oct. 15	No Class. Fall Break		
Oct. 18	America and WWI	Brands, Chap. 24	
Oct. 20	America and WWI		
Oct. 25	Exam 2		
Oct. 27	The 1920s	Brands, Chap. 25	
Oct. 29	The 1920s		
Nov. 1	The Great Depression	Brands, Chap. 26	
Nov.3	The Great Depression		
Nov.8	U.S. and WWII	Brands, Chap.27	
Nov.10	U.S. and WWII		
Nov.12	U.S. and WWII		
Nov. 15	America and the Cold War	Brands, Chap.28	
Nov. 17	America and the Cold War		
Nov. 22	America and the 1950s	Brands, Chap. 29 and pp.800-810	
Nov. 24	No class. Thanksgiving Break		
Nov. 29	The 1960s	Brands. 30 and pp 811-829	
Dec.1	The 1960s		
Dec. 3	Discussion: <i>The Quiet American</i>		Book Analysis Due
Dec.6	Conservative Resurgence	Brands, 31	
Dec. 8	Conservative Resurgence		
Dec. 17	Final Exam 8-10 a.m.		

### Class Participation Grading Guidelines

A student who earns an “A” demonstrates the following:

- Shows a sophisticated understanding of subject through writing assignments
- Engages others with their ideas
- Respects the opinions of peers
- Regularly elevates the level of discussion

A student who earns a “B” demonstrates the following:

- Shows a strong engagement with the subject in writing assignments
- Waits passively for peers to raise questions

- Respect the opinions of others, but sometime fails to relate their comments to the conversation

A student who earns a “C” demonstrates the following:

- Illustrates only a basic understanding of subject in writing assignments
- Attends class regularly but infrequently participates in discussion

A student who earns either a “D” or an “F” does not regularly attend class.