

The United States: A Comprehensive Survey
History 2110, Sections EC1 & EC2 (CRNs 84880 and 84881)
Fall 2022

Department of History
College of Arts and Humanities
Georgia Southern University

INSTRUCTOR

Dr. Chris Caplinger

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Office hours: Via Zoom: Tuesdays, 4-5 p.m.; Fridays, 9-10 and 10:15-11:15 a.m. (depending on section); and by appointment

COURSE MEETING SPECIFICS

Tuesdays and Thursdays, 8:48-10:02 & 10:06-11:20

Three credit hours

COURSE OVERVIEW AND OUTCOMES

Welcome to History 2110!

This is a course about how the various peoples who now are part of the United States have interacted with each other and the wider world, and how their lives changed over time. We will pay particular attention to the causes of this change (things like war, social movements, immigration, urbanization, the explosion of markets and technological advance) as well as recurring patterns and issues (such as the tension between security and liberty).

A primary goal of this course is to sharpen your skills as a consumer of history. We are all regularly confronted with claims about history in conversations with friends and acquaintances as well as through books, the news media, and of course, social media. Sometimes the history we encounter is well grounded in fact; sometimes it is blatant propaganda; and often it falls somewhere in between the two. Because we rely on history, implicitly or explicitly, in making decisions as a nation and as individuals, learning to be a good consumer of history is crucial.

I am committed to your success in this course. By success, I primarily mean your learning, but I also care about your grade. I want you to earn a strong one. Two points of clarification:

1. My investment in your learning or your grade means very little if you are not invested too. You will need to stay current with reading, attend class, take and review notes, submit assignments on time, and prepare for exams in order to do well.
2. Reach out to me if you have questions about the material or concerns of any sort, or even if you would just like to talk about history. Virtual office hours (see page 3) are set aside specifically for you. If the ones I've designated don't work for your schedule, email me and we will identify an alternate time to connect.

HIST 2110 Catalog Description

This course surveys the United States from precolonial times to the present with special attention to Georgia. It satisfies the Georgia History and U.S. History requirements.

Student Learning Outcomes for HIST 2110 at Georgia Southern University

- Students will be able to recognize, identify, and explain major developments in U.S. history, especially those which help them better understand the world we live in today.
- Students will develop analytical and communication skills in this context.
- Students will employ independent and objective reasoning and organize and synthesize information.
- Students will develop the ability to evaluate societies and historical eras within their own chronological and cultural contexts.
- Students will be able to recognize and evaluate historical events as complex issues subject to multiple interpretations.

EXPECTATIONS AND COURSE POLICIES

Required Materials

All materials for the course are provided to you through links in Folio, Georgia Southern's online Learning Management System. There are no materials for you to purchase.

Course Readings and Perusall

Except for days we have exams, you will complete a reading assignment prior to each class, due the evening before class at 11:00 p.m. The reading is essential for success in the course. It provides context and understanding for the lectures and discussion, and some of the questions on the exams will come from readings.

The bulk of the readings will be from *The American Yawp* (<http://americanyawp.com>), a professionally written, open-source (that is, free-to-you) textbook. In some cases, I will supplement *Yawp* with other reading materials. All readings are uploaded into Perusall, a social e-reader that allows you to make annotations and interact with other students in the course by

making notes and asking and answering questions. You will access the readings in Perusall through modules in Folio. We'll discuss Perusall during the first day of class.

Plicker Questions

To help you gauge your understanding of lecture content, I'll launch a one-question "Plicker" question each class period based on the material we're covering. You'll answer it by holding up a card that I'll distribute on the first day of class. You are responsible for bringing it each day.

Terms of Address

Please refer to me as Dr. Caplinger or Dr. C. I use he, him and his as pronouns. If you have a preference for how I address you, please let me know. Note: You can change your preferred first name in Folio. See the [Registrar's FAQ](#) for more information.

Email and Folio

When emailing me, use your Folio or Georgia Southern email address. This is how I can verify who you are. Always include your first and last names and the section (8:48 or 10:06 is fine). I commit to responding to emails from students within 24 hours on weekdays.

You will access readings, lecture slides, quizzes, and assignments through Folio. I will also use Folio to post announcements about class. In the event of an unscheduled university closure, additional course content may be moved to Folio. I expect you to seek help for any issues you may have with Folio through the university's MyTechHelp (912-478-2287). Except in cases where I can verify systemic problems with Folio, I will not accept technical problems as an excuse for missed work. If you have questions about whether your computer configuration will work with Folio, run the system check feature. Access it from the Folio homepage (click on the Folio icon on the upper left corner of any Folio page) by clicking on the "Help and Support" menu on the left side of the screen under the Folio icon and then "System Check."

Virtual Office Hours

I will hold two virtual office hours each week: Tuesdays, 4-5 p.m. and Fridays, during your class time (9-10 or 10:15-11:15). Email me if you are interested in meeting as early as you can, and I will send you the link. If these times don't work with you, email me and we'll work out another time for us to talk. Note: I will not have office hours on August 12 or October 14.

Workload

As a general rule, the number of credit hours of a college course helps define its workload. The number of credit hours is usually roughly the number of hours students spend in class per week. You'll generally spend roughly *twice* the amount of time *outside* of class for a course as you do *inside* of class. This is time reading, writing, researching, studying, etc. Of course, different students work at different paces. You may need to spend more or less time. Because

this is a three-credit-hour course, you should expect to spend roughly six hours a week outside of class in preparation. This might break down as follows:

- Reading in Perusall (Mondays/Thursdays): 2-3 hours
- Extra Credit Quizzes (Tuesdays): 0-60 minutes
- Completing and responding to discussion posts (Tues, when assigned), the Memorialization and Controversy project or lecture review: 45-75 min
- Additional lecture review/test prep: 0-45 minutes

Academic Integrity

Academic integrity is a cornerstone of university life and something faculty take very seriously. I recommend that you read Georgia Southern's Academic Dishonesty policy (excerpted [here](#)) and pay particular attention to the first page. Note that in addition to cheating, plagiarism and facilitation (helping others to be academically dishonest), classroom copyright infringement is also a violation of the policy. Materials I produce (for instance: lecture slides) are for your use only. You may not post or otherwise distribute materials I create in any way. You should also be aware that some work in this course will be checked for originality through Turnitin®.

Inclusiveness and Accommodation

I strive to create an environment in which all students are empowered to participate fully. Please let me know if this is not your experience.

If you have a documented need that requires accommodation, let me know as soon as possible. I'll need the documentation provided by the Student Accessibility Resource Center (SARC). For additional information, please call the ADA Compliance Officer at (912) 478-5136, TDD (912) 478-0273, or the SARC Director at (912) 478-1566, TDD (912) 478-0666. You can find more information online about SARC through [its website](#).

Illness

Please take appropriate precautions for your health as well as the well-being of your classmates. If you become ill during the term, please contact me immediately. We will work through what you will need to do, to either continue working while you miss class or make up work that might have been missed during your absence. If you have an illness that would result in an extended absence, you will need to contact the Dean of Students' office (912-478-3326, deanofstudents@georgiasouthern.edu). In the event of serious illness, injury, or extenuating circumstances, the Dean of Students' office will notify professors at your request. Students reporting formally in this fashion will be eligible for make-up for the duration of the time they are required to be away from class.

Covid-19 Specifics

We will follow whatever policies and procedures the university currently has in place. Please be

aware that this may change over the semester. Any changes will be noted in Folio. As of the first day of classes:

- If you test positive for Covid-19, please complete the university's online [Health Reporting Form](#), located within the My.GS portal. The form will provide appropriate next steps for your isolation AND alert your professors.
- If you are notified you are a close contact of a positive case, please submit a [Health Reporting Form](#) as well. You will receive information regarding whether to quarantine and the next steps. Questions should be submitted to the Dean of Students office (see above contact info).

College of Arts and Humanities Civility Statement

All members of the community are expected to communicate in a civil manner in their professional interaction at all times, both in and out of the classroom. Academic discourse, including discussion and argumentation, is to be carried out in a polite, courteous, and dignified manner that is respectful of and understanding toward both peers and professors.

ASSESSMENT & GRADES

<i>Assessments</i>	<i>Percentage of course grade</i>
Perusall Readings	16
Memorialization and Controversy Project	12
Reacting to the Past: The Enola Gay Controversy	10
Course Engagement	12
Exams (4; top three will count)	50
Total	100

Readings in Perusall

Research shows that the following behaviors in Perusall predict higher end-of-semester grades and longer-term mastery of the subject, and for that reason, are ones that will affect your Perusall grade in this course:

- Reading all the way to the end of the assigned reading
- Contributing thoughtful questions and comments to the reading, spread throughout the entire assignment (for a typical chapter, aim for 6-7 quality annotations)
- Breaking the reading into chunks (instead of trying to do it all at once)
- Answering questions from others

- Upvoting thoughtful questions and helpful answers from others

Perusall will score your reading based on these factors on a scale of 0-3. There are multiple pathways to earning a 3, so try not to become preoccupied with reverse engineering the score. Instead, focus on engaging with the text and your classmates' comments. Your raw Perusall score for each assignment appears in the "My Scores" section of Perusall (upper left corner).

I will upload Perusall grades to Folio twice during the semester. Each time, I will calculate the grade by summing your reading scores for the relevant portion of the course and dividing by three times the number of assignments less one:

$$\text{Sum of assignment scores} / (3 * (\# \text{ assignments} - 1))$$

This effectively means you could miss one reading in each half of the course and still earn full points, but you could also earn more than 100% if you complete each reading and engage with the text at a high level.

Memorialization and Controversy Project

For this project, you'll research a contemporary controversy about how the past is publicly memorialized (for instance: monuments, flags, and naming of buildings, streets and other public honorifics). The project includes a preliminary discussion post (due Oct. 18) followed by discussion among a group of your classmates (due Oct. 25) and will culminate with a short (500-750 word) paper due Nov. 1. See the "Memorialization and Controversy" module in Folio for detailed instructions and the grading rubric. We'll discuss this project in class after our discussion of history and memory in relation to the Civil War in late September.

Reacting to the Past (RTTP) Assignments

We'll spend four class meetings toward the end of the semester on this role-playing game, in which we immerse ourselves in debates over the Enola Gay Controversy. It builds on the Memorialization and Controversy project. You'll be assigned a role and will be given objectives to meet in the game as well as short writing and speaking assignments. The specifics of the assessment are TBA; the game itself is one that two colleagues of mine in the Department of History are writing. I think you'll enjoy this change of pace in the class toward the end of the semester. I will be interested in your feedback. We'll discuss this much more in early November.

Course Engagement

While lecture is a significant part of this course, it's also crucial for you to be actively engaged with the content. There are multiple ways for you to demonstrate this:

1. Actively listening and paying attention in class (one way to not score well here is by sleeping or doing work for another course in this one or fixating on your phone).
2. Responding to questions I or others pose during class.
3. Participating actively in the Stamp Act debate and the Reacting to the Past (Enola Gay) game.
4. Responding to discussion questions that I'll post at various times during the semester; you can demonstrate even higher levels of engagement by responding thoughtfully to classmates' posts (you must post yourself first before you'll be able to see classmates' posts). Discussion posts, when assigned, will be announced by Thursday and will be due the following Tuesday by 11:00 p.m.

I will evaluate course engagement holistically (on an A-F scale) three times during the semester.

Exams

The first three exams will consist of a mix of 1) multiple-choice questions over the readings (about 25-30%); and, 2) multiple choice and identifications drawn from the lectures and discussions (70-75%). These exams are non-cumulative, covering only material since the previous exam. The final exam (Dec. 6) will be cover material discussed in lecture over the entire course.

I count your highest three exam scores. This means that you could miss an exam entirely, although I would strongly recommend against this unless it's the final and you're happy with your grade in the course. We will discuss exam structure in more detail in class.

On August 30, you will take an ungraded mini-exam to give you a sense of how the exams are structured. I will provide feedback by Sept. 1.

Extra Credit on Exams: Optional Quizzes

Every Tuesday from Aug. 16 through Nov. 1, there will be an optional quiz on the reading available in Folio each week. The deadline to complete the quiz is Tuesday at 11:00 p.m., and it will cover the readings assigned since the last quiz. You must work independently, although you may consult notes and the readings themselves. You may take the quiz three times (some of the questions and the order of the answers will likely be different) and your highest score will count for that week. You can earn up to two points extra credit on your next exam for each quiz (note: not each attempt at a quiz). You'll earn one point for a 90% and two for a 100%. Again, the real value is testing your comprehension, in this case, of the reading material. Some of the quiz questions will appear on the exams. After the EC deadline closes, a review version of the quiz will open in Folio meant to aid in exam prep. You may take this version an unlimited number of times.

Picker Questions

Picker questions do not affect the calculation of your course average, although I may refer to them in the event that your final average is borderline. As with the extra credit quizzes on the reading, several Picker questions will appear on the exams, so take the exercise seriously.

Final Grades

I will use the following scale to assign your final grade for the course:

A	89.5% or higher
B	79.5% to 89.49%
C	69.5% to 79.49%
D	59.5% to 69.49%
F	less than 59.5%

Grades are posted in Folio.

SCHEDULE OF CLASS MEETINGS AND READINGS

All readings are in Perusall. Access them through the “Reading Assignments and Quizzes” folder in Folio.

Course Meeting Day & Date	Topic	Reading: due the day before at 11:00 p.m.
Th, Aug. 11	Introduction, Why Study History?	
M, Aug. 15	Last Day of Drop/Add	
T, Aug. 16	Contact: “Old” World Meets “New”	Syllabus and Peter Stearns, “Why Study History?”
Th, Aug. 18	British America	<i>Yawp</i> , Chapter 3
T, Aug. 23	The Roots of Revolution	<i>Yawp</i> , Chapter 4
Th, Aug. 25	The Stamp Act Debate	
T, Aug. 30	Revolutions: Military and Social; mini-exam	<i>Yawp</i> , Chapter 5
Th, Sept. 1	A New Nation	<i>Yawp</i> , Chapter 6
T, Sept. 6	Westward Expansion and American Democracy	<i>Yawp</i> , Chapter 12
Th, Sept. 8	Exam #1	
T, Sept. 13	Social Change in a Market Society	<i>Yawp</i> , Chapter 10
Th, Sept. 15	The Distinctive South and Sectional Conflict	<i>Yawp</i> , Chapter 11
T, Sept. 20	The Civil War	<i>Yawp</i> , Chapter 13
Th, Sept. 22	History and Memory: The Meaning of “The War”	<i>Yawp</i> , Chapter 14; Stephens on slavery and Lincoln’s Second Inaugural

Course Meeting Day & Date	Topic	Reading: due the day before at 11:00 p.m.
T, Sept. 27	Reconstruction and American Citizenship	<i>Yawp</i> , Chapter 15
Th, Sept. 29	Business and Labor in the Gilded Age	<i>Yawp</i> , Chapter 16
T, Oct. 4	Progressivism	<i>Yawp</i> , Chapter 20
Th, Oct. 6	Fall Break; Last day to withdraw without academic penalty	
T, Oct. 11	The Great War	<i>Yawp</i> , Chapter 21
Th, Oct. 13	Exam #2	
T, Oct. 18	The Great Depression and the New Deal	<i>Yawp</i> , Chapter 23
Th, Oct. 20	World War II: The “Good” War	<i>Yawp</i> , Chapter 24
F, Oct. 21	The Cold War (and Hot Ones too)	<i>Yawp</i> , Chapter 25
T, Oct. 25	Postwar Expansion and the Consumer Society	<i>Yawp</i> , Chapter 26
Th, Oct. 27	The Black Civil Rights Movement through 1965	<i>Yawp</i> , Chapter 27
T, Nov. 1	Civil Rights since 1965	<i>Yawp</i> , Chapter 28
Th, Nov. 3	Reacting to the Past: Enola Gay Controversy	TBA
T, Nov. 8	Reacting to the Past: Enola Gay Controversy	TBA
Th, Nov. 10	Reacting to the Past: Enola Gay Controversy	TBA
T, Nov. 15	Reacting to the Past: Enola Gay Controversy	TBA
Th, Nov. 17	Exam #3	
T, Nov. 22	Thanksgiving Break	
Th, Nov. 24	Thanksgiving Break	
T, Nov. 29	Wrap Up, Evaluations, Review	
T, Dec. 6	Final Exam	

Please note: We will meet in our regular classroom on Friday, Oct. 21, to make up the class meeting that would otherwise take place on Thursday, Oct. 7 (an ECCA holiday).

This listing of classes is subject to revision as circumstances warrant. Any changes will be announced in class and posted to Folio.