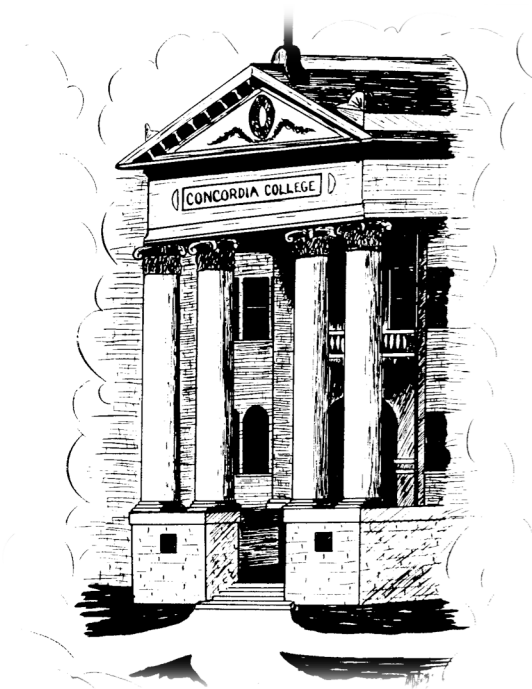


History 112HU: United States in Perspective since 1865

Section 11031
MWF 1:20-2:30 p.m.
Old Main 331
Office Hours:
Mon. 2:30-3:30 p.m.
Tues. 2:00-3:00 p.m.
Wed. 9:00-10:00 a.m.
Thurs. 1:30-2:30 p.m.
and by appointment



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Source: *The Scout*, [Concordia Yearbook], 1926

Course Description:

Welcome to History 112HU! In this course we will approach history as an activity and craft, as a thing we "do," as a set of stories that we put together and then explain and interpret to others. In addition to reviewing the broader narrative of United States history, we will examine the history of Concordia College. Through a "history harvest" and contributing to the Concordia Memory Project (more on this below), we will work with a variety of primary sources to learn about the College and its students, staff, and faculty at various points in the past, and to place those stories within the broader context of U.S. history.

This course also examines diversity. Our country's history is not some artificial whole, or the story of just one group's historical trajectory through time. We will examine the historical experiences of people from a range of racial, ethnic, and gender groups. The history of the United States is really many different histories, and what we will do in this class is to explore a number of these different pasts simultaneously.

A lower-division history course, History 112 can also fill a 100-level requirement for a major or minor in History. It is part of the College's Liberal Arts curriculum and fulfills the core Humanities Exploration (H) and U.S. Cultural Diversity Perspectives (U) designations, as well as meeting requirements for Social Studies Education and Elementary Education majors. Please see the final pages of this syllabus for information regarding the specific Liberal Arts, Exploration, Perspectives, and Education objectives for this course.

Course Goals and Learner Outcomes:

Hist 112HU will provide you with the following opportunities to learn to think like a historian, by developing skills and methods of historical analysis, and by gaining understanding of the history of the United States and of the college considered within the broader context of U.S. history.

Goals:

- To acquire techniques of historical inquiry, including skills in the analysis and use of sources, and in explanation and communication, and be able to apply those skills to other research topics.
- To develop understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and historical debate.
- To promote interest in, and enjoyment of, historical study for lifelong learning and work, including the capacity and willingness to be informed and active citizens.
- To develop content knowledge of particular historical topics and themes.
- To acquire research skills appropriate and necessary for conducting research in the digital age.

Learner outcomes:

Course assignments require students to demonstrate proficiency in the following learner outcomes:

- Students will demonstrate proficiency in locating and using primary and secondary sources (in the library, online, and elsewhere).
- Students will demonstrate the ability to evaluate the quality and reliability of sources.
- Students will demonstrate skills in framing and analyzing historical questions, arguments, and interpretations.
- Students will exhibit the ability to differentiate between evidence and interpretation.
- Students will conduct original research by investigating and interpreting primary and secondary sources.
- Students will demonstrate their knowledge of when and how to cite material (in notes and bibliography) using the *Chicago Manual of Style* format.
- Students will demonstrate the ability to communicate their ideas clearly (orally and in writing as well as digitally).
- Students will demonstrate the ability to describe historical sources using structured metadata.
- Students will demonstrate the ability to contribute materials to a digital archive.
- Students will exhibit the ability to produce historical scholarship and communicate it digitally.

Course Structure:

Most students have ideas about how learning happens and what to expect from time in the classroom. For many of you, your high school years have shaped your expectations about college and about what should and could go on in a history course. My own experience in high school, and even to large extent college, was based on a model assuming that the student, who knew very little, was to absorb the wise words of the all-knowing instructor without any opportunity to question or make a contribution. My thoughts about how learning happens best have changed greatly since then, based on my own teaching and learning experience as well as my reading and study of research about teaching and learning. Here are some of the ideas that shape my teaching:

- Every student brings something valuable to learning in the classroom. You all come to your courses with a variety of valuable ideas, questions and experiences that should inform and direct the learning that takes place. Your ideas are central to this course and much of our in-class time will be spent listening to and sharing ideas and responses to the course material.
- People learn a great deal by *collaboration*. We will work on getting to know each other so that we can comfortably share our ideas, questions and problems with the course materials and assist each other.
- Part of learning history is figuring out what the study of history means to us and how we can use it or understand it for ourselves and for our own lives. We will approach new ideas and concepts not with the idea of merely accepting or memorizing them but with a critical eye that involves questioning, rejecting, and perhaps reformulating. We will do some reading and writing about these ideas and then adapt them for our own use - as historians, as writers, as readers, as people interested in understanding the world around us.
- My teaching practices may introduce some unfamiliarity or confusion into the learning process for you. I welcome any and all questions at any point – before, after and during class – about expectations, assignments, and practices as well as content.
- Historians love to argue, debate and disagree with other historians. They do just what you will be doing this semester – examine documents, letters, objects, and essays and try to figure out what they mean. Historians exist in a culture of interpretation and argument. This semester you will live in this culture too. You will learn to identify arguments and interpretations in the writings of others historians. Better still, you will be developing a series of interpretations of your own based on your reading of the evidence.

This, then is not your typical U. S. history class. While we will be doing some traditional “book learning” and classroom work (such as reading a textbook and taking quizzes about the content) to develop a basic understanding of the chronology and central themes in American history since the Civil War, we will also work on developing skills we will need to conduct a History Harvest and produce historical knowledge digitally. Many of our class periods during the semester will involve activities such as team planning, executing and processing the Concordia College History Harvest (CCHH). As we move through the semester, parts of the class will become increasingly *improvisational*. Our work schedule and tasks will be dictated largely by the quantity and nature of materials we collect through the CCHH. It is critical that each member of the class take seriously her/his responsibility to the project and the group. We are relying on our collective power to make the Concordia College History Harvest a success!

Course Requirements:

You will communicate your knowledge and ideas in this course in a variety of formats: orally and in writing as well as digitally, as each student will contribute to the History Harvest and to the Concordia Memory Project. By the end of the course, the class as a whole, as well as individual class members will have not only learned a great deal about historical inquiry relating to United States history, but also will have produced original contributions to understanding the past available to help others learn in the future.

The opportunities to demonstrate your learning and engagement in this course include:

Oral Communication/discussion: 15%

Aplia Quizzes: 15%

Individual Student Artifact Assignment: 5%

Concordia and the Nation assignments: 15%

Individual and Group History Harvest Contributions: 50%, in scaffolded assignments as follows:

Pre-harvest committee work: 10%

HH days participation & reflection, permissions, follow-up: 10%

Metadata & collection contribution: 10%

Final digital project (nature of this assignment will depend on the quantity and nature of the items collected): 15%

Final Reflection: 5%

Oral Communication/discussion: This will be primarily a discussion and research-based course. Your active attention and participation is essential to the success of the class. Your work in class discussions will be evaluated. Further information about expectations and assessment for this course element is available below.

Aplia quizzes: After completing assigned textbook chapters (Norton), students will complete online quizzes that use a software platform called Aplia. Details regarding these quizzes and how to complete them will be provided in class.

Concordia and the Nation Assignments (CNAs): These assignments require you to place the history of the college within the broader context of United States history. This process will help you develop skills for your HH project assignments as well as in understanding historical analysis.

Individual Student Artifact Assignment: As part of our preparation for the History Harvest, students will locate an historical artifact related to their experience at Concordia and analyze it. Further information about expectations and assessment for this course element is available on your class handouts and on the course website.

Individual and Group History Harvest Contributions: The Concordia College History Harvest provides you with the opportunity to learn to “do history” as well as to produce digital history and to contribute items to the Concordia Memory Project. Further information about expectations and assessment for each of the components of the History Harvest project are available on your class handouts and on the course website.

Final Reflection: During your final examination class you will complete a reflection and self-assessment regarding how well you’ve achieved course objectives through your participation in class, your written and digital work, and your scholarly research.

Textbook and Course Materials:

The reading assignments for this class average around 60 pages per week. The books listed below are available at the Cobber Bookstore or online.

Norton, Mary Beth, et. al. *A People and a Nation*. Brief Ninth Edition. Vol. II: Since 1865. Boston, MA: Wadsworth Publishing, 2012. ISBN: 978-0-495-91623-9 or 0-495-91623-4 (Bundled with Aplia, which is required)

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 7th edition. New York: Bedford St. Martin's Press, 2012. 978-0312610418

Engelhardt, Carroll L. *On Firm Foundation Grounded: The First Century of Concordia College (1891-1991)*. Moorhead, Minn: The College, 1991. Available at: <http://digitalhorizonsonline.org/cdm4/document.php?CISOROOT=/cord-hm&CISOPTR=421&REC=6> (or go to: digitalhorizonsonline.org and search for *On Firm Foundation Grounded*)

You are expected to read all the material. We will not cover all of the readings directly in class, but you are responsible for command of this material evidenced through your Aplia assignments, your use of the Norton and Engelhardt content as contextual background for your source analyses and digital history work, and your Rampolla text for Chicago Style and historical analysis reference.

Instructor and Student Responsibilities:

Instructor responsibilities:

My primary role is to develop assignments and class activities, choose readings, raise questions, answer points of information, and moderate discussion. I will also do my best to help you learn and develop your abilities, by:

- presenting a course that provides a variety of learning formats and learning opportunities,
- preparing carefully for each class session,
- working to maintain an open classroom environment that allows for engaged and respectful discussion and exchange of ideas,
- evaluating your work fairly and honestly, and providing useful feedback,
- making myself available outside of class, in person or via electronic communication, to work with you, and
- sharing with you the knowledge I have gained in my years of historical research and study.

Student responsibilities:

You must decide if you want to engage in this experience—the choice is yours. If you do decide to take this course, there are some things you must resolve to do to make it worthwhile for yourself and for others in the class. The quality of your classroom experience also depends on you and your classmates. Your responsibilities as a member of this community of learners include:

- coming on time to every class and participating intellectually (*engaging*) in the deliberation of each day,

- being willing to spend the time it takes to learn about history and to develop skills of historical analysis (an average of at least two hours of work outside of class for every hour spent In class),
- completing all course assignments on time and to the best of your ability,
- abiding by the college's rules of academic integrity (further material on integrity is included in a syllabus section below as well as the more detailed information available at: <http://www.cord.edu/Studentlife/StudentHandbook/AcademicPolicies/academicintegrity.php> (note especially appendices A and B).

Tentative Course Schedule:

PLEASE NOTE: Because a significant portion of this course is closely connected to the History Harvest, the syllabus will be a living document that is likely to evolve over the course of the semester. Changes may occur in the schedule and assignments based upon the volume and nature of materials we collect at the HH, and features and reliability of the digital tools we are utilizing. Please consult Moodle as you prepare for class, I will make changes there when necessary (I will also announce changes in class). As a general policy, I will do my best to make any changes at least one week before readings or assignments are due.

Week 1

Friday 8/30/13 Course introduction

- In class: learning about the course and each other, "doing history"

Week 2

Monday 9/2/13 Thinking historically

- Prepare: Read Rampolla, pp. 1-5, review course syllabus/handouts and familiarize yourself with Aplia
- Due: Complete assigned introductory exercises on Aplia by noon today
- In class: Course structure/planning

Wednesday 9/4/13 Reconstruction, 1865-1877

- Prepare: Read *A People and a Nation* (hereafter Norton), ch. 16, pp. 404-431
- Due: Complete Aplia assignment by noon today
- In class: primary sources and *African American Lives* (film)

Friday 9/6/13 CCHH project

- Prepare: Review HH project guidelines
- Due: submit a list of your questions and/or ideas about the CCHH in moodle dropbox by noon today
- In class: project introduction, committee assignments, determine HH tasks for coming week

Week 3

Monday 9/9/13 Development of the West, digital history

- Prepare: Read Norton, ch. 17, pp. 432-457
- Due: Complete Aplia assignment by noon today
- In class: work on laptops with "There are no renters here"

Wednesday 9/11/13 Symposium

- Prepare: Complete symposium assignment
- Due: Submit symposium assignment by 6 PM Thursday 9/12/13
- In class: No regular class today, attend symposium sessions

Friday 9/13/13 College History & Symposium debrief

- Prepare: Read Engelhardt, prologue and ch. 1, pp. 13-32
- Due: Concordia and the Nation assignment 1 (hereafter referred to as CNA) due in Moodle by noon today, HH committee update 1
- In class: Concordia & national history, HH committee updates

Week 4Monday 9/16/13 Machine Age, 1877-1920

- Prepare: Read Norton ch. 18, pp. 458-485
- Due: Complete Aplia assignment by noon today
- In class: Industrial working class in Chicago

Wednesday 9/18/13 Urban Life, 1877-1920

- Prepare: Read Norton ch. 19, pp. 487-513
- Due: Complete Aplia assignment by noon today
- In class: Census analysis

Friday 9/20/13 College History

- Prepare: Read Engelhardt, ch. 2-3, pp. 33-55
- Due: CNA2 due in Moodle by noon today, HH committee update due by noon today
- In class: CNA and HH

Week 5Monday 9/23/13 Gilded Age Politics, 1877-1900

- Prepare: Read Norton, ch. 20, pp. 514-539
- Due: Complete Aplia assignment by noon today
- In class: Populism, [lynching?]

Note: artifact **image** in drop box on moodle by 6 p.m., **Tuesday, 9/24/13**

Wednesday 9/25/13 Student Artifact Assignment

- Prepare: Student Artifact assignment
- Due: Due: Submit written portion of assignment in Student Artifact written assignment drop box on Moodle (also bring a printout of your image & mini-essay to class and be prepared to present your findings to the class)
- In class: Artifact presentations, HH work

Friday 9/27/13 Progressive Era, 1895-1920

- Prepare: Read Norton, ch. 21, pp. 540-569
- Due: Complete Aplia assignment by noon today
- In class: finish artifact presentations, analyze suffrage political images

Week 6Monday 9/30/13 Quest for Empire, 1865-1914

- Prepare: Read Norton, ch. 22, pp. 568-592
- Due: Complete Aplia assignment by noon today
- In class: Textbooks and American imperialism

Wednesday 10/2/13 HH

- Prepare: continue committee work
- Due: HH committee update
- In class: Committee updates, then HH work (media training)

Friday 10/4/13 The Great War, 1914-1920

- Prepare: Read Norton, ch. 23, pp. 593-619
- Due: Complete Aplia assignment by noon today
- In class: view "Up South" and complete in-class assignment (instructor attending conference)

Week 7Monday 10/7/13 College History

- Prepare: Read Engelhardt, ch. 4, pp. 56-73
- Due: CNA 3 due in Moodle by noon today, HH committee update due by noon today in Moodle
- In class: CNA and HH

Wednesday 10/9/13 HH

- Prepare: HH prep work
- Due: Be prepared for a mock HH
- In class: HH dress rehearsal!

Friday 10/11/13 [HISTORY HARVEST](#)

- Prepare: Committee assignments for HH
- In class: no regular class, instead **participate** in HH on 11th, 12th, and/or 13th.

WEEKEND – HISTORY HARVEST – October 11, 12, & 13th**Week 8**Monday 10/14/13 HH

- Prepare: Reflect on HH
- Due: Prepare 1-2 page reflection on your weekend HH experience
- In class: de-brief HH, plans for moving forward

Wednesday 10/16/13 The New Era, 1920-1929

- Prepare: Read Norton, ch. 24, pp. 620-648
- Due: Complete Aplia assignment by noon today
- In class: Advertising and consumerism, national and local

Friday 10/18/13 College History

- Prepare: read Engelhardt, chs. 5 & 6, pp. 74-105
- Due: CNA 4 due in Moodle by noon today
- In class: CNA and HH work

Midsemester Break October 19-22, 2013**Week 9**Wednesday 10/23/13 Depression & New Deal, 1929-1941

- Prepare: Read Norton, ch. 25, pp. 649-677
- Due: Complete Aplia assignment by noon today
- In class: Music and the Great Depression

Friday 10/25/13 Metadata (meet in library computer lab)

- Prepare: Skim metadata guidelines reading posted on Moodle
- Due: bring along to class (on a flash drive or be *certain* it is accessible on your space drive) an electronic copy of your artifact from the student artifact assignment
- In class: metadata instruction (Lisa)

Week 10Monday 10/28/13 College History

- Prepare: Read Engelhardt, chs. 7 & 8, pp. 106-152
- Due: CNA 5 and HH committee report due in Moodle by noon today
- In class: CNA and HH work

Wednesday 10/30/13 A Troubled World, 1920-1941

- Prepare: Read Norton, ch. 26, pp. 678-701
- Due: Complete Aplia assignment by noon today
- In class: Isolationism

Friday 11/1/13 WWII at Home and Abroad, 1941-1945

- Prepare: Read Norton, ch. 27, pp. 702-726
- Due: Complete Aplia assignment by noon today
- In class: "Life and Times of Rosie the Riveter"

Week 11Monday 11/4/13 College History

- Prepare: Read Engelhardt, ch. 9, pp. 153-164

- Due: CNA 6 and HH committee report due in Moodle by noon today
- In class: CNA and HH

Wednesday 11/6/13 HH

- Prepare: Continue project work
- Due: Continue project work
- In class: Continue project work

Friday 11/8/13 Cold War & American Globalism, 1945-1961

- Prepare: Read Norton, ch. 28, pp. 727-754
- Due: Complete Aplia assignment by noon today
- In class: African Americans, Africa, & the Cold War

Week 12

Monday 11/11/13 America at Midcentury, 1945-1960

- Prepare: Read Norton, ch. 29, pp. 755-785
- Due: Complete Aplia assignment by noon today
- In class: primary source analysis

Wednesday 11/13/13 College History

- Prepare: Read Engelhardt, chs. 10-12, pp. 165-226
- Due: CNA 7 and HH committee report due in Moodle by noon today
- In class: CNA and HH

Friday 11/15/13 HH

- Prepare: Continue project work
- Due: Continue project work
- In class: Continue project work

Week 13

Monday 11/18/13 Tumultuous Sixties, 1960-1968

- Prepare: Read Norton, ch. 30, pp. 786-814
- Due: Complete Aplia assignment by noon today
- In class: primary source analysis

Wednesday 11/20/13 College History

- Prepare: Read Engelhardt, chs. 13 & 14, pp. 227-269
- Due: CNA 8 due in Moodle by noon today
- In class: CNA and HH

Friday 11/22/13 Continuing Divisions, New Limits, 1969-1980

- Prepare: Read Norton, ch. 31, pp. 815-845

- Due: Complete Aplia assignment by noon today
- In class: minority rights movements and social change activity

Week 14

Monday 11/25/13 College History

- Prepare: Read Engelhardt, chs. 15 & 16, pp. 270-306
- Due: CNA 9 and HH committee report due in Moodle by noon today
- In class: CNA and HH

Wednesday 11/27/13 Conservatism Revived, 1980-1992

- Prepare: Read Norton, ch. 32, pp. 846-876
- Due: Complete Aplia assignment by noon today
- In class: conservatism and/or twenties/eighties comparisons

Thanksgiving Break, November 28-December 1, 2013

Week 15

Monday 12/2/13 College History

- Prepare: Read Engelhardt, chs. 17, 18, & 19, pp. 307-359
- Due: CNA 10 and HH committee report due in Moodle by noon today
- In class: CNA and HH

Wednesday 12/4/13 Into the Global Millennium, America Since 1992

- Prepare: Read Norton, ch. 33, pp. 875-906
- Due: Complete Aplia assignment by noon today
- In class: contemporary history

Friday 12/6/13

- Prepare: Continue project work
- Due: Continue project work
- In class: Continue project work

Week 16

Monday 12/9/13 *FIRST DRAFT OF FINAL PROJECT*

- Prepare: First draft of final project
- Due: First draft of final project
- In class: Peer review

Wednesday 12/11/13 *REVISIONS AND CORRECTIONS*

- Prepare: Continue project work
- Due: Continue project work
- In class: Work on revisions and corrections

Friday 12/13/13 -- Study day

Final Project Due (and final reflection completed in-class):

Final Exam period: Wednesday, 12/18/13, 8:30 – 10:30 AM

Additional Course Policies:

Late Work: Late assignments will NOT be accepted, except in extenuating (and documented) circumstances. If late work is accepted, there may be a penalty, usually of one letter-grade per day. An assignment is considered late if it is not submitted by the due date and time indicated on the Moodle drop box. If there is a crisis in your life, please communicate with me. If you extend this courtesy, you will find me more amenable to working with you.

If the past is any indication, students who fall behind in this course, and require regular extensions, are the students who have the most difficulty in completing the course successfully. No grades of “Incomplete” will be given except for matters of health or personal emergency.

Absences: Students are expected to attend class conscientiously. The interaction of the class in dealing with the course material is an essential part of the learning process. Excessive absences, consistent lack of preparation (i.e. reading or assignments not finished on schedule), and lack of participation can result in the lowering of your final grade. Each student is allowed 2 unexcused absences without penalty. After that your final oral communication grade is likely to be affected.

All excused absences require written documentation given to me in person, preferably during office hours. Having written documentation from you will allow me to keep track of your attendance as part of your class participation, and will help me to keep track of what specific arrangements have been made for making-up work missed for excused absences. The following constitute excused absences: (1) illness, with a signed note from you indicating the nature of your illness; (2) death in the immediate family, with signed note from you indicating the name of the deceased and his or her relationship to you; (3) required appearance in a court of law, with a copy of subpoena or notification of court date/jury duty; (4) representing the college in an extracurricular activity, with a note from the faculty or administrative adviser of the activity. Athletes, debaters, musicians, etc. who plan to miss class for a competition or performance must notify in writing the professor before each absence to receive an excused absence, at which time arrangements will be made for make-up work. (So, e.g., for athletes, you need to hand me a note from you prior to each of your game absences, in addition to the schedule sheet that I sign for you and your coaches at the beginning of your season.) Students who plan to miss class for such activities as work, weddings, vacations, completing work for other courses, etc., should save their 2 allowed unexcused absences for these purposes.

Sleeping late due to inadequate planning, faulty alarm clocks, unreliable roommates, etc., is not a valid excuse. It is your responsibility to use whatever combined means you find necessary to wake up for class--unless of course you are incapacitated by an illness or condition, as mentioned above, which you should discuss with me.

Having too much work, or tests or other deadlines for assignments in other classes also does not constitute a valid excuse. I certainly agree that you have too much work! Still, that is part of the challenge of a liberal arts education: to learn how to manage activities of different kinds, by distinguishing

between essential tasks and things you do quickly. As noted above, attendance in this class is one of your essential tasks.

Class environment—This class is always open to impromptu discussion and questions. Wandering off the syllabus will most likely happen! A give-and-take atmosphere where asking questions (no question is ever dumb), helping one another to learn, voicing your ideas, and fostering critical thinking is one of our goals.

Free speech, communication of ideas (whether popular or unpopular), discussion, and respectful intellectual engagement is encouraged and expected. This is called academic freedom.

Comments, concerns, or suggestions about the course are welcome. If you are encountering difficulties or problems, please make an appointment, drop by my office, phone or e-mail so that this may be addressed quickly.

Academic Integrity—Students in this class and in all courses at Concordia College are expected to uphold the highest standards of academic integrity. Cheating, plagiarism in written work, receiving and providing unauthorized assistance, and sabotaging the work of others are among the behaviors that constitute violations of Academic Integrity. (Refer also to your student handbook regarding Academic Integrity.) You are expected to be familiar with this policy. If you have questions about specific assignments, be sure to check with me.

Students who show a disregard for academic integrity, and are detected, should expect to be penalized by receiving failing grades (in such cases make-up is not possible). Violations of academic integrity will be reported to the Academic Dean's Office and the offender will be placed on probationary status for one year.

Other cultures may define forms of academic dishonesty differently. International students studying at Concordia, however, are expected to follow the North American norms of academic integrity. Any student who is unclear about the application of these norms in the completion of a particular assignment should consult me.

Plagiarism (i.e., cheating)— Misrepresenting someone else's work or ideas as your own constitutes plagiarism. Examples may be as innocent as naively omitting quotations from text lifted from books or excessive paraphrasing from sources not cited. Using work submitted for credit from another course is also improper. These are violations of academic integrity and will be treated as such. Typically a first violation will result in a failed assignment and reporting to the Office of Academic Affairs, any further violations will result in failure in the course.

Oral Communication – If you attend class regularly and speak at least once in each class meeting, your attendance and participation grade will be in the B range. If you participate frequently (while showing that you have read and thought about the assigned reading), it will be in the A range. If you merely come and sit, your grade will be lowered. Different people make different kinds of contributions to a discussion. Some of us are more talkative or assertive than others; sometimes just one, short, thoughtful comment can move a discussion to a deeper level. In figuring your participation grade, I will take into account the quality and thoughtfulness – and to a lesser degree the quantity -- of your contributions to class discussions. I will evaluate general participation on how engaged you are in the discussions, and

how well you listen to other members of the class and respond to what they say. Attendance will also be a factor here – after all, it’s hard for your mind to be present when your body is not.

I have weighted oral communication heavily because we will spend a good part of our class time in discussion. Speaking can be as important a source of understanding as writing. You will learn more about what you think and even about what an author was trying to say by trying to explain those ideas orally to others. Moreover, listening to what your peers have to say can help you to clarify your own thinking. Finally, class is simply a lot more fun if everyone contributes and you will find that time passes more quickly too when you are actively engaged in a class.

So, what does it mean to communicate in class? It means, first, that you carefully read all assigned materials and thoughtfully complete assignments before class. From there, it means contributing your voice and your “reading” of assigned materials to the discussion. It means raising questions about readings, responding to questions I raise and to other students’ comments. It means respectfully listening to what a classmate has to say even when you might strongly disagree with her or his point of view! On HH project days it means participating in small group discussions about project work and reporting on project work to your colleagues in your small group as well as to the class as a whole.

Communication—Students are expected to pay attention to the rules of grammar, punctuation, and citation. You are graded in part on how you write and speak because your communication is an indication of how you think. I cannot evaluate you on what you understand or know, only on what you are able to communicate through writing and speaking.

Laptops/tablets/cell phones, etc.—Laptops and other electronic devices *are* allowed in the classroom. If you bring such a device along to class, it is expected that the device will be used in ways that contribute to the class (e.g. taking notes on class sessions, project work, searching for further information on a topic being discussed/addressed, etc.). Failing to abide by these guidelines will negatively affect your oral participation grade (and if this occurs with small group project work, may also affect your HH project grade.) While you may use your smartphone to access information relevant to class, be prepared to *share* that information with the class. Texting, making calls or taking calls during class will have a negative impact on your oral communication grade.

Caps/Hats—Students are not permitted to wear caps or hats with visors in the classroom—they can make eye contact difficult and hamper discussions. (If it is important for you to wear a visored hat or cap, turn the visor around to the back.)

Recording—Audio recording devices are not permitted in the classroom.

A Note on Computer Use—Computers are a great boon to the student writer. But, as with any technology, you must take steps to minimize the problems that computers inevitably cause. Do not expect to get through the semester without having at least one computer crisis. Prepare for this well in advance. Back up your work constantly and have alternative plans for obtaining computer use, if your primary options fail you.

I will rarely accept computer problems as excuses for missed assignments. You must also keep backup copies of submitted assignments—either in electronic form or hard copy. Similarly, computers and email permit around-the-clock communication. If you have questions or need to apprise me of an emergency situation, contact me via email. Should you need to discuss an issue with me, contact me via email or by phone, or in person during daytime hours. Many of your questions can be answered by consulting the course website on Moodle. The site contains a duplicate of the syllabus, including the schedule and writing assignments. Since the course makes use of technology, and some elements of the class may change as the semester progresses, I strongly recommend that you use the Moodle “live” syllabus and its links.

Leaving class—Do not leave the classroom when in session unless it’s an emergency. Even when we are working informally in groups, it is inappropriate to leave the room since absences and interruptions interfere with the groups’ or class’s ability to complete the task at hand.

Course/Assignment changes—Students are responsible for listening in class and checking on the course web page for any course schedule or assignment revisions.

Assessment/Grading Scale:

| | |
|---------------|------------------|
| A = 93 to 100 | C = 73 to 76 |
| A- = 90 to 92 | C- = 70 to 72 |
| B+ = 87 to 89 | D+ = 67 to 69 |
| B = 83 to 86 | D = 63 to 66 |
| B- = 80 to 82 | D- = 60 to 62 |
| C+ = 77 to 79 | F = 59 and below |

Anything above a 93 has to be amazing.

The characteristics listed below generally describe the kinds of skills, work habits, and attitudes that students receiving those grades exhibit.

A range These grades refer to:

- Work that goes beyond instructor's expectations and is careful, thoughtful, original, thorough, all at once. Truly outstanding work. Writing is consistently superior and includes clear expression of original ideas, sophisticated analysis of sources, and the use of highly relevant details and examples to support points.
- Students are clearly and consistently engaged with the course material
- Writing is grammatically correct and well written. Assignments exhibit careful attention to editing and proofreading.
- Students earning these grades invariably have excellent attendance and participation records, and are consistently prepared for class. They complete necessary preliminary assignments and bring appropriate materials to each class session.
- (Makes me say: “Wow! This is great!”)

B range These grades refer to:

- Good competent work, which meets all requirements the instructor could specify in advance. Reasonably thorough.
- Alternatively, work with some excellent aspects that are balanced by serious deficiencies.
- Work that displays in-depth analysis of texts and ideas, and employs numerous details to support points.
- Students are usually engaged with the course material.
- Writing contains few grammatical or mechanical errors.
- Students earning these grades typically have very good attendance and participation records and are generally well prepared for class. They complete necessary preliminary assignments and bring appropriate materials to each class session.
- (Makes me say: “Nice job, you get it.”)

C range These grades refer to work:

- Work that is competent and appropriate for the college level but is not exceptional or noteworthy. When appropriate the writing includes a thesis and exhibits an understanding of how to formulate an idea, organize supporting material and present a logical argument. The work may need further focus and refinement. Details are generally clear but predictable or may need further explanation.
- Students are periodically engaged with the course material.
- Assignments characterized by some vagueness and signs of lack of effort or insufficient engagement with the material.
- Some grammatical errors or usage problems in writing.
- Students earning these grades tend to attend class regularly and participate in class discussions. They almost always complete necessary preliminary assignments and bring appropriate materials to each class session.
- (Makes me say: “Well, you did what I asked but no more. I am a little disappointed in your lack of effort.”)

D range This grade refers to:

- Work that does not quite meet standards expected at the college level. Writing may be vague and lack a clear, controlling thesis. Details are inadequately explained and may seem irrelevant.
- Minimally passing work, showing serious misunderstanding or lack of effort and engagement.
- Writing is characterized by frequent errors in syntax, grammar, and punctuation that interfere with the clear communication of ideas.
- Students earning these grades often find that attendance problems and failing to come to class adequately prepared have had a negative impact on their learning.
- (Makes me say “I wonder what is up...did you understand the material or the assignment?”)

F These grades refer to work that is:

- Clearly below the standard college level. Students often have trouble articulating a thesis and developing ideas in detail. Assignments are incomplete and show little evidence of engagement in the course material.
- Writing is filled with basic errors in grammar, sentence structure, usage, and even spelling.
- Students earning these grades typically attend class sporadically and are frequently unprepared when they do attend.
- (Makes me say “Wow, you really blew this off. Bummer.”)

Additional Course Objectives:

As part of Concordia’s Liberal Arts curriculum, this course is designed help you reach the following liberal education learning goals:

- developing a love for learning
- increasing abilities to express ideas, think critically, and assess and evaluate information
- developing an understanding of disciplinary, interdisciplinary, and intercultural perspectives
- cultivating self-understanding, and
- becoming responsibly engaged in the world.

As a Humanities Exploration Course History 112HU is designed to offer you a breadth of knowledge and experience to help you become responsibly engaged in the world. In fulfilling the U.S. Cultural Diversity Perspectives designation, this course examines the historical experiences of people from a range of racial, ethnic, gender and class backgrounds. We will also consider ways in which the experiences of diverse groups of people in our nation’s past continue to be reflected in contemporary conflicts and issues, and how we might work toward creating a better society, locally, nationally, and globally. In order to shape our study of United States history toward gaining knowledge and skills necessary for responsible engagement in the world and creating a better society, we will also focus attention on the relationships between the American people, past and present, and the natural world in which they live.

SOCIAL STUDIES EDUCATION MAJORS: This course will assist future teachers to understand historical roots by examining what things were like in the past and how things change and develop over time. Social Studies Education students in History 112 will develop understanding of:

1. key concepts, including time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity, [MBOT Standard B(2)]
2. historical periods and patterns of change within and across cultures. [MBOT Standard B(3)]

ELEMENTARY EDUCATION MAJORS: This course will assist Elementary Education majors with a social studies specialty, to gain competence in the fundamental concepts of the social studies disciplines and the connections among them, including the ability to know and apply concepts of the ways human beings view themselves in and over time as follows:

- That different historians may describe the same event or situation in different ways; [MBOT Standard C. (1) (a)]

- Key concepts including chronology, causality, change, conflict and complexity to explain, analyze, and show connections among patterns of historical change and continuity; [MBOT Standard C. (1) (b)]
- Processes important to reconstructing and reinterpreting the past; [MBOT Standard C. (1) (c)]
- That historical perspectives are influenced by individual experiences, societal values, and critical traditions; and [MBOT Standard C. (1) (d)]
- How to use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform and evaluate actions concerning public policy issues. [MBOT Standard C. (1) (e)]

FINALLY:

What you bring to this class is yourself and your desire to learn and participate in the learning experience. Whether or not this course in U.S. history is dull and dry or fun and exciting depends in part upon you, your enthusiasm, and your preparation. Make it a point to enjoy this class! It will only be as good as what we all bring to it.