

**COURSE APPROVAL DOCUMENT**  
Southeast Missouri State University

Department: History Course No. US524

Title of Course: Rural America, 1800-present Date: 2/17/17

Please check:  New  
 Revision

**I. Catalog Description (Credit Hours of Course):**

A study of the geographic, social, economic, and political characteristics of rural United States from 1800 the present. (3 credit hours)

**II. Co- or Prerequisite(s):**

A. Students in US524 should have passed either US 105 or US 107 with a grade of C or better

**III. Purposes or Objectives of the Course:**

- A. Investigate the geographic, social, economic, and political characteristics of rural places.
- B. Examine selected issues confronting rural Americans throughout the last two centuries.
- C. Explore issues specific to rural people through oral history analysis.
- D. Examine transitions in agrarian culture over time.

**IV. Course Learning Outcomes (Minimum of 3):**

- A. Students will synthesize geographic, social, economic, and political characteristics of rural places of the last two centuries of American history.
- B. Students will analyze primary and secondary sources pertinent to rural American history.
- C. Students will conduct original research on an issue in rural American history and create a project to show the results of that research.

**V. Names of Faculty Qualified to Teach the Proposed Course**

- A. Dr. Courtney Kisat
- B. Dr. Eric Clements

**VI. Course Content or Outline (Indicate number of class hours per unit or section):**

**A. Introduction to the Course and the Field (3 hours)**

- 1. Content, assignments, expectations for students, for instructor
- 2. Self-introductions
- 3. Overview of methodologies
- 4. Defining “agrarian culture”

**B. Investigation of geographic characteristics of rural places (6 hours)**

- 1. Study of history through maps
- 2. Physical and human geography of rural America over time
- 3. Comparative case studies of Texas, Kansas, and Vermont

**C. Investigation of political characteristics of rural places (6 hours)**

- 1. Introduction to concepts of political history
- 2. Study of the Grange/Farmers Alliance/Populist Movement
- 3. Investigation of 1896 presidential election
- 4. Comparative case studies of Texas, Kansas, and Vermont

**D. Investigation of economic characteristics of rural places (9 hours)**

- 1. Introduction to concepts of economic history

2. Overview of rural poverty studies
2. Major economic events such as the Panic of 1873 and Great Depression of 1930s
3. Trade and barter economy in parallel to market economy
4. Economic history of rural women

**E. Investigation of social characteristics of rural places (15 hours)**

1. Introduction to concepts of social history
2. Study of history through demography
3. Changing demographics of rural America over time
4. Introduction to field and methods of oral history
5. The history of rural American women through oral history
6. Critical analysis of selected oral history collections
7. Comparative case studies of Texas, Kansas, and Vermont

**G. Rural history of Southeast Missouri (3 hours)**

1. Drainage of swamps (Little River Drainage District)
2. Grassroots reform
3. Notable figures and events

**H. Contemporary issues in rural America (3 hours)**

1. Public Policy
2. Examination of social issues
3. Modern agribusiness

Please Attach copy of class syllabus and schedule as an example

Signature: \_\_\_\_\_  
Chair



Date: \_\_9/6/17\_\_\_\_\_

Signature: \_\_\_\_\_  
Dean

Date: \_\_\_\_\_

**COURSE APPROVAL DOCUMENT**  
Reference Sheet

**Department:** Proposing Department  
**Course No.:** Proposed course number (two-letter pre-fix + three-digit number)  
**Title of Course:** Proposed course title

**I. Catalog Description (Credit Hours of Course):**

*Short catalogue description (maximum 20 words) that appears verbatim in the Undergraduate or Graduate Bulletin. Credit hours are included at the end in parentheses.*

**II. Co- or Prerequisite (s):**

*List any co-requisites or prerequisites for the course.*

**III. Purposes or Objectives of the Course (optional):**

*List purposes or objectives of the course as a numbered list. These are different than student learning outcomes.*

**IV. Student Learning Outcomes (Minimum of 3):**

*List Student Learning Outcomes (SLOs) the course as a numbered list. Minimum of three required, more are acceptable. These are different than course purposes or objectives.*

**V. Optional departmental/college requirements:**

*Optional item. Any program or course requirements specific to the department or college.*

**VI. Course Content or Outline (Indicate number of class hours per unit or section):**

*Brief listing of class content or outline.*

**Please Attach copy of class syllabus and schedule as an example**

*Attach a copy of an actual course syllabus. Copy of a syllabus used in a specific course/class section. Must include (in no specific order):*

1. *Catalog description including descriptive statement; prerequisites; credit hours and course number, section and title.*
2. *Semester*
3. *Contact hours of course (if different from credit hours)*
4. *Instructor name and contact information, including office phone, office location, and email address.*
5. *Statement of whom to contact with concerns (use required wording)*
6. *Office hours and location if different from office location.*
7. *Course Objectives (optional; include if listed in Course Approval Document)*
8. *Student Learning Outcomes*
9. *Accessibility statement (the official statement and/or a link/URL to the official statement)*
10. *Civility statement (the official statement and/or a link/URL to the official statement)*
11. *Academic honesty statement (the official statement and/or a link/URL to the official statement)*
12. *Grading scale and policies*
13. *Course specific required materials (textbook, supplies, subscriptions, safety items, etc.)*
14. *Class meeting times and places (if applicable the delivery medium such as lab, online, blended, ITV, webinar, etc.)*
15. *Final exam date/time/place*
16. *Class content outline or schedule*

## US524: Rural America, 1800-Present

### Dr. Courtney Kisat

Contact info: [ckisat@semo.edu](mailto:ckisat@semo.edu); Carnahan 305

Class Location: WEB

**Catalog Description:** A study of the geographic, social, economic, and political characteristics of the rural United States from 1800 the present.

**Co- or Prerequisite(s):** None

**Contact hours of course:** 45 hours

### Course objectives:

- I. Investigate the geographic, social, economic, and political characteristics of rural places.
- II. Examine selected issues confronting rural Americans throughout the last two centuries.
- III. Explore issues specific to rural people through oral history analysis.
- IV. Examine transitions in agrarian culture over time.

### Course Learning Outcomes:

- A. Students will synthesize geographic, social, economic, and political characteristics of rural places over the last two centuries of American history.
- B. Students will analyze primary and secondary sources pertinent to rural American history.
- C. Students will explore rural history in a thematic manner using case studies for comparison.

**Communication:** The best way to contact me during the semester is via e-mail. I will always respond to an email within 24 hours, and you can expect turnaround on graded assignments within one week. I will also be available in person during my posted office hours. Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Wayne Bowen, Chair, Department of History.

**Accessibility:** Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented. Accommodations are implemented on a case by case basis. For

more information visit the following site: [www.semo.edu/lapdss](http://www.semo.edu/lapdss) or contact Disability Support Services at 573-651-2273.

**Civility statement:** Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University's Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

**Academic Honesty:** Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

**Plagiarism:** In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

**Cheating:** Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination.
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another.

**How this class works:**

Each week will have a reading assignment and accompanying assignments that should be completed via moodle. You may work ahead on all items except the discussion forums; all assignments are due by 7pm on the Sunday of each week; for example, if week one begins Monday August 24, the assignments are due the evening Sunday, August 30.

**Forum posts:** These are meant to be an online conversation between students in the class. Discussion forums require an initial post on a selected writing prompt by midnight on Wednesday of the related week, and a reply post by midnight on Saturday of that week. Please use your best netiquette manners when posting in the forums. It is fine to always agree with your peers, but it is more fruitful and interesting to debate points in history from opposite viewpoints.

**Grading Scales and Policies:** All assignments should be submitted on the day they are due. Late assignments will have 5% of final grade deducted for each day late unless other arrangements are made with instructor.

**Basis for Student Evaluation:**

Self-intro post	1 at 25 pts	25
Forum posts	4 at 50 pts each	200
Writing assignments	4 at 50pts each	200
Oral history analysis forum	1 at 100 pts	100
Quizzes	4 at 50pts ea	200
Research project proposal	1 at 25pts	25
Research project	1 at 150 pts	150
Final Exam	1 at 100 pts	100

**Basis for Graduate Student Evaluation:**

Graduate students will submit one additional seminar-length paper (8-12 pages) or a comprehensive annotated bibliography

Self-intro post	1 at 25 pts	25
Forum posts	4 at 50 pts each	200
Writing assignments	4 at 50pts each	200
Oral history analysis forum	1 at 50 pts	100
Quizzes	4 at 50pts ea	200
Research project proposal	1 at 25pts	25
Research project	1 at 150 pts	150
Graduate Project	1 at 100	100
Final Exam	1 at 50 pts	100

## Course specific required materials

Textbook(s) and/or Other Required Materials or Equipment:

A. Paul Conkin, *A Revolution Down on the Farm: The Transformation of American Agriculture since 1929*. Lexington: The University of Kentucky Press, 2015.

B. Melissa Walker and Rebecca Sharpless, eds. *Work, Family, and Faith: Rural Southern Women in the Twentieth Century*. Baltimore: Johns Hopkins University Press, 1995.

C. Video overviews – these are Power Point presentations narrated by Dr. Kisat and converted into Youtube videos. You should take notes as you watch these videos, just as you would for a lecture in a face-to-face class.

C. Additional articles, chapters, maps, oral history collections, and other resources made available on course website.

## Course Calendar

### **Week 1: Introduction to class (3 hours)**

- Read the overview of content, assignments, and expectations of students
- Watch the video by Dr. Kisat, “Overview of methodologies used to examine rural American history”
- Post in the self-introduction forum
- Submit response to writing prompt #1, “How do you define agrarian culture?”

### **Weeks 2-3: Investigation of geographic characteristics of rural places (6 hours)**

- Read the article about cartographic history
- Watch the video overview of physical and human geography in rural American history
- Post in the discussion forum in response to one of three prompts
- Analyze the map sets from Texas, Kansas, and Vermont and submit a written analysis in response to writing prompt
- Take Quiz 1

### **Weeks 4-5: Investigation of political characteristics of rural places (6 hours)**

- Read the article about political history methods
- Watch the video overview of the Grange, Farmers Alliance, and Populist movement of the late nineteenth century.
- Read excerpted chapter from Kazin, *The Populist Persuasion*
- Watch the video about the 1896 presidential election
- Post in discussion forum in response to one of three prompts
- Take Quiz 3

### **Weeks 6-7: Investigation of economic characteristics of rural places (9 hours)**

- Read Conkin, Chapters 2 & 6

- Watch the documentary *Dust Bowl* by Ken Burns and submit a written review
- Watch video overview about Westward Expansion and Native American history
- Post in discussion forum in response to one of three prompts
- Submit research project topic to Dr. Kisat via email (see list of suggested topics)

### **Week 8 - spring or fall break**

### **Weeks 9-13 Investigation of social characteristics of rural places (15 hours)**

- Read Conkin, Ch. 1
- Read the article about social history methods
- Watch the video overview of social issues in rural American history
- Analyze oral histories from rural women and read assigned chapters of Walker & Sharpless. Students will be grouped to participate in small-group discussions in their assigned forums
- Take Quiz 4
- Submit research paper proposal including bibliography with five sources, at least two of these primary sources, all secondary sources from reputable sources (such as academic presses or scholarly journals). All citations in Chicago style, 16<sup>th</sup> ed.

### **Week 14: Rural history of Southeast Missouri (3 hours)**

- Watch video overview about grassroots reform and notable figures and events of rural southeast Missouri history
- Read primary documents from Little River Drainage District for discussion forum
- Submit research paper

### **Week 15: Contemporary issues in rural America (3 hours)**

- Read Conkin, Ch. 7
- Watch video overview about 21<sup>st</sup> century public policy
- Post in discussion forum in response to one of three prompts
- Analyze modern data sets from Texas, Kansas, and Vermont and submit a written analysis in response to writing prompt for final exam
- Take final exam