

COURSE APPROVAL/CHANGE DOCUMENT

(See back of form for instructions)

1. ADDITION ___ REVISION ___ TERMINATION ___

2. IF REVISION: denote changes (i.e. Title only; Title, CIP and Description; etc.):

3. COURSE NUMBER ___

4. COURSE TITLE _____

5. IF REVISION: Previous Course No. _____ Previous Title _____

6. FOR ADDITIONS AND REVISIONS -
FIRST TERM/YEAR TO BE OFFERED:

7. FOR TERMINATIONS ONLY -
LAST TERM/YEAR TO BE OFFERED:

Fall___ Spring___ Summer___ Term_____

Fall___ Spring___ Summer___ Term_____

8. COLLEGE:

9. DEPARTMENT NAME:

10. CIP CODE (Classification of Instructional Program / US Bureau of Labor Statistics): _____

11. FIXED CREDIT HOURS: YES___ NO___

12. VARIABLE CREDIT HOURS: YES___ NO___

___ Total Credit Hours

___ Min Total Credit Hours ___ Max Total Credit Hours

___ Lec Contact Hours

___ Min Lec Contact Hours ___ Max Lec Contact Hours

___ Lab Contact Hours

___ Min Lab Contact Hours ___ Max Lab Contact Hours

___ Other Contact Hours

___ Min Other Contact Hours ___ Max Other Contact Hours

13. CAN THIS COURSE BE TAKEN FOR ADDITIONAL CREDIT: YES___ NO___ If YES, total number of times course can be taken _____

14. MAXIMUM ENROLLMENT ALLOWED FOR COURSE: _____ Justification of maximum enrollment:

15. CLASS SCHEDULE TYPE/ FACULTY WORKLOAD: Choose appropriate schedule type:

Faculty Workload: _____ Class schedule type justification:

16. COURSE LEVEL:

17. GRADE TYPE:

18. DEVELOPMENTAL COURSE: YES___ NO___

19. CROSS-LISTED COURSE:

20. SPECIAL COURSE FEE? (Must be Board approved)

YES___ WITH _____ NO___

YES___ Amount \$ _____ NO___

21. Required faculty qualifications to teach this course:

22. GENERAL EDUCATION COURSE: YES _____ NO _____

If yes, please select one general education category:

If yes, please select up to three general education learning goals that reflect the priorities for student learning in the course. Please rank these in priority order, i.e. 1,2,3 by inserting the numbers/rankings into the boxes:

- ___ General Education Learning Goal 1: Ethical Reasoning
- ___ General Education Learning Goal 2: Global Learning
- ___ General Education Learning Goal 3: Information Literacy
- ___ General Education Learning Goal 4: Written Communication
- ___ General Education Learning Goal 5: Oral Communication
- ___ General Education Learning Goal 6: Critical Thinking
- ___ General Education Learning Goal 7: Quantitative Literacy

If the proposed new or revised course is a General Education course, please provide a short rationale why this course should be considered as a general education course.

Attach the following:

- a) Class syllabus using the syllabus template.
- b) Memo from Library Dean assessing available and needed library resources and services.
- c) If applicable, memos from Department Chair(s) in affected department(s) stating support or that issues/conflicts are resolved.

COURSE APPROVAL SIGNATURES

Department Chairperson

Dean of Kent Library

College Council

Educator Preparation Committee

General Education Council

Graduate Council

To obtain the next signature, save the pdf to your desktop and then email the form as an attachment to the next individual for signing. When submitting the form, the **email must come from your Southeast email account.**

Registrar's Office Use Only

SCACRSE _____ Degree Audit _____ Bulletin _____ Degree Map _____ SHATATR _____

Instructions for Completing Course Approval/Change Document

1. Is the course an Addition, Revision or Termination?
2. If Revision: Please list changes being made to course such as title change; or title, CIP, and description change, etc.
3. Course Number: Two letters (choose discipline from drop down menu) and three numbers (i.e., EN 140). For course additions, ask for a list of available course numbers from the Registrar's Office.
4. Course Title: Full title of course.
5. If Revision: Indicate previous course number and/or title if change has been made. A new course number must be used if the revised course is not equivalent to the previous course offered.
6. For Additions and Revisions-First Semester/Year To Be Offered: Indicate first semester/year course is to be offered or when changes to the revised course will be put into place.
7. For Terminations Only-Last Semester/Year To Be Offered: Indicate last semester/year course is to be offered. For course terminations skip questions 10-22.
8. College Name: Choose the College Name from drop down menu. UI/IU courses belong to the Provost.
9. Department Name: Choose the Department Name from drop down menu. UI/IU courses belong to the Provost.
10. CIP Code: Enter six digit code number. Contact Institutional Research for information.
11. Fixed Credit Hours: Enter the total credit hours student will earn for course. Lecture, Lab, and/or Other Contact Hours should be completed as appropriate. Lecture contact hours should equal the student credit hours earned for the lecture component of the class. Lab contact hours will in most cases be entered as a 2 to 1 ratio (2 contact hours equals 1 student credit hour) for the lab component of the class. Other Contact hours will be entered for field experience courses, internships, practicums, etc.
12. Variable Credit Hours: If course is variable credit hour, indicate total minimum hours and total maximum hours for which credit can be received. Indicate minimum and maximum lecture, lab, and/or other contact hours as appropriate. See 10 for more detailed instructions.
13. Can This Course be Taken for Additional Credit: Indicate if students will be allowed to enroll in this course more than once for additional credit. NOTE: If the course allows for multiple repeats, it is outside the normal repeat procedure. If a student making a grade of 'D' or 'F' wants to repeat the course for a better grade, special handling is required.
14. Maximum enrollment allowed for course: Indicate the total number of students allowed to enroll in this course and the justification for that maximum.
15. Class Schedule Type/Faculty Workload: See Class Schedule Types sheet on Document Share for appropriate type of course and faculty workload.
16. Course Level: Choose appropriate course level from drop down menu. 500 level courses are mixed undergraduate/graduate.
17. Grade Type: Indicate if course is standard grade (A, B, C, etc.) or Credit/No Credit
18. Developmental Course: Indicate if course is to be offered for degree credit or developmental credit.
19. Cross-listed Course: List course that is cross-listed across disciplines (e.g., PY120/CF120)
20. Special Course Fee: Indicate course fee amount as approved by Board of Regents
21. Required faculty qualifications: What are the degrees, areas of specialty, and/or other characteristics of a faculty member that would qualify them to teach this course.
22. General Education Course: Choose NO, or the category in which the course falls and the general learning goals.

Class Syllabus
US502: America Since 1920

(1) Course Number: US502

(2) Course Title: America Since 1920

(3) Catalog Description: A thematic survey of American history from 1920 through application of social, cultural, political, and economic historical methods.

(4) Prerequisites: 3 hours of upper division history (US/GH/EH/WH/GH 3xx+)

(5) Co-requisites: N/A

(6) Credit/Contact Hours: 3

(7) Semester: Spring 2022

(8) Class Meeting Time(s), location and format: Online

(9) Instructor: Dr. Courtney Kizat

(10) Instructor Contact Information:

Email: ckizat@semo.edu
Office phone: 573-651-2701
Office location: Carnahan 305
Office hours: TBA

(11) Concerns: Questions, comments or request regarding this course should be taken to the instructor. Unanswered questions or unresolved issues about this class can be directed to: Dr. Toni Alexander, Chair of the Department of History and Anthropology (Carnahan 311F).

(12) Course Learning Outcomes:

Undergraduate:

1. Recognize chronological relationships, causes, connections, and consequences between major events, figures, and developments in the social, cultural, political, and economic developments of modern American history from 1920.
2. Determine the extent to which individuals and groups have been able to participate in, and realize, the promise of American ideals since 1920.
3. Apply historical research methodologies to the study of major social and political movements of the twentieth century, including the Civil Rights movement, the women's rights movement, the American Indian Movement, the Hispanic rights movement, the Asian American movement, and the environmental movement.

Graduate:

1. Evaluate chronological relationships, causes, connections, and consequences between major events, figures, and developments in the social, cultural, political, and economic developments of modern American history from 1920 in an annotated bibliography of at least ten scholarly sources.
2. Assess the barriers and incentives through which individuals and groups have been allowed or denied equal participation in the promise of American ideals since 1920.

3. Apply advanced historical research methodologies to the study of major social and political movements of the twentieth century, including the Civil Rights movement, the women's rights movement, the American Indian Movement, the Hispanic rights movement, the Asian American movement, and the environmental movement.

(13) Course-specific Required Materials:

Textbooks:

1. Nancy Partner and Sarah Foot, eds. *SAGE Handbook of Historical Theory*, 2013. (ISBN: 978-141-293-1144)
2. Thomas C. Reeves, *Twentieth Century America: A Brief History*. Oxford University Press, 2000. (ISBN: 978-019-028-1427)
4. Hardware: Computer with Internet access
5. Software: Must meet minimum specifications as outlined by the university.

(14) Course Content:

- * Undergraduate students will submit the assignments as listed below.
- * Graduate students are expected to demonstrate advanced research and writing skills in a culminating research project. In addition to the assignments listed below, graduate students will also submit an annotated bibliography covering the work of at least ten scholars in a subfield of modern American history.

***Class Calendar**

Unit & Topics	Reading Assignment * Articles and video titles sampled below available via Kent Library login.	Assessment
(6 hours) Weeks 1-2 Unit 1: Historical Methods & Applications	Partner & Foot, p. 1-103	- Forum 1 - Journal 1
(9) Weeks 3-5 Unit 2: 1920-1939	- Partner & Foot, p. 225-282 - Reeves, p. 1-61 On course page: - Swinford, "Rural-Urban Tension in Early Twentieth Century America," (article)	- Forum 2 - Readings quiz 1
(6) Weeks 6-7 Unit 3: 1939--1961	Reeves, p. 62-119 On course page: - White A. <i>Plowed Under: Food Policy Protests and Performance in New Deal America</i> - O Freedom After a While (video)	- Journal 2 - Forum 3 - Research project proposal
(6) Weeks 8-9 1961 – 1979	Reeves, p. 120-220 On course page: - Women Strike for Peace (video) - Eyes on the Prize (video)	- Journal 3 - Multimedia quiz
(6) Weeks 10-11 1980-2000	Reeves, p. 221-277 On course page: - Scott, "The Equal Rights Amendment as Status Politics," article	- Forum 4 - Readings quiz 2
(9) Weeks 12-14:	On course page:	- Final project and

2000-present	- Macgregor, <i>Habits of the Heartland: Small-town Life in Modern America</i> (ebook) Parker, Edwin B. "Closing the Digital Divide in Rural America," (article)	summary presentation - Feedback to two other students in presentation forum - Graduate students - annotated bibliography due
(6) Weeks 15-16: Review; final exam	Research presentations	Final exam with essay

(15) Grading Scale and Policies:

Basis for Undergraduate Student Evaluation:

Graded Item	Percentage of Class Total
Guided reading discussions, journals, and forum posts	50%
Quizzes	25%
Research project	25%

Basis for Graduate Student Evaluation:

In addition to the items listed above, graduate students will submit one annotated bibliography on an approved topic in modern American history.

Graded Item	Percentage of Class Total
Guided reading discussions, journals, and forum posts	40%
Quizzes	25%
Research project	25%
Annotated bibliography	10%

This course operates on the following grading scales:

Undergraduate Grading Scale:

90 – 100 = A 70 – 79 = C
80 – 89 = B 60 – 69 = D
< 59 = F

Graduate Grading Scale:

92-100 = A 74-82 = C
83-91 = B < 74 = F

Late work: 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. See rubrics specific to each assignment for grading policies.

(16) Final Exam Schedule: US502 is a fully online class. The final exam will open 48 hours before the posted final examination time per university schedule and close at the end of that scheduled time. Ex., if the exam is scheduled for Wednesday from 12-2pm, it will open on Monday at 12pm and close Wednesday at 2pm. The final exam includes a 5-7 page essay.

(17) Additional information:

How this class works: US502 is a 16-week online course with most of the course divided into two- and three-week units. Each unit will have reading and viewing assignments and accompanying learning activities that should be completed via moodle.

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.

(18) Academic Honesty – Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

- Plagiarism means passing off someone else's work as your own, whether it is intentional or unintentional.
- Cheating includes copying from another person or source of information to meet the requirements of a task.
- Contract cheating is paying someone else or a company to do your work.
- Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.
- Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.
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For more information, visit the Responsible Redhawks Code of Conduct <http://www.semo.edu/responsibleredhawks/code-of-conduct.html> or the Faculty Handbook Section (D) on Academic Honesty <http://www.semo.edu/facultysenate/handbook/5d.html>

(19) Accessibility – Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations. Accommodations are implemented on a case by case basis. For more information, visit <http://www.semo.edu/ds/> or contact Disability Services at 573-651-5927.

(20) Civility – Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at: <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf

(21) Mandatory Reporting – I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

(22) Student Success – This course uses SupportNET, Southeast's student success network, to improve communication between students, faculty and staff on campus. You'll get emails through SupportNET with information about resources or concerns. Please read these emails—they are sent to help you succeed! You can access SupportNET through your portal, Moodle or directly at supportnet.semo.edu to see any academic alerts, ask for help and to access resources to support your success at Southeast.

