

THIS SYLLABUS SUPERCEDES ALL VERSIONS PRIOR TO SPRING 2012!

Dr. James H. Galt-Brown
214 Bowen Hall
229-391-5078
jgbrown@abac.edu

HIST 3000
HISTORY OF RURAL AMERICA

Course Description:

The History of Rural America focuses on rural society and its evolution in the United States from pre-Columbian times to the present. This course will focus on rural society, and such issues as class, race, gender relations, rural family and institutional structures and dynamics. Subjects such as agricultural practices, economics, politics, and public policies will also receive attention, especially insofar as they affect rural society.

Required Text and course material:

Danbom, David B. Born in the Country: A History of Rural America, 2nd ed. Baltimore: The Johns Hopkins University Press, 2006. 301 pages.

Additional readings:

Listed in the Course Calendar.

TWO Blue examination booklets (Bluebooks)

Learning Outcomes:

Students who successfully exit the course will:

1. Gain an understanding of the history of rural life and society in the United States, demonstrating that understanding on the scheduled tests in the course.
2. Locate library and internet resources to complete quantitative historical analysis.
3. Analyze and critique historical documents, including primary and secondary sources, (census data, web-based sources such as the Dept. of Agriculture, Chamber of Commerce websites, etc.), maps, etc.
4. Analyze and critique documents of qualitative data to augment discussion of historical data.
5. Employ cause and effect relations to examine historical facts and data to identify the development and progression of a rural county in the United States.

INSTITUTIONAL ABSENCE (For the purpose of attendance records)

A student who serves as an official representative of the college is defined as one who:

1. is authorized to use the college name in public relationships outside the institution;
2. regularly interacts with non-college individuals and groups over an extended period of time (at least one semester);
3. represents the college as a part of a group and not as an individual;
4. represents the college under the direct supervision of a college faculty or staff member; and
5. is authorized in writing, in advance, by the President of the college.

Such a student is in no way released from the obligations and responsibilities of all students, but will not be penalized with unexcused absences when absences result from regularly scheduled activities in which he/she represents the college.

Further, it is the responsibility of each student to contact instructors prior to the absence and to make arrangements to make up any work that will be missed, in a manner acceptable to the instructor. Advisors of activities will schedule off-campus activities in a manner that does not unduly disrupt the learning process for a student.

You are also required to download a copy of this syllabus, and attest to your understanding and acceptance of its provisions by signing the student contract found on the last page. You will NOT be allowed to remain in the class if you fail to do so by the end of Week One.

ATTENDANCE POLICY

ATTENDANCE POLICIES SPECIFIC TO MY CLASSES:

A) You will be allowed a total of SIX unexcused absences. More than six will result in a grade of F for the class.

Institutional absences, which are excused, are defined in the Student Handbook, and on the first page of this syllabus.

There will be NO excused absences for my class that are undocumented:

-If you are sick, go see a Doctor, and get a receipt of your visit on letterhead.

-If you have a relevant funeral, bring an obituary or a program.

-If you have a flat tire or dead battery, bring a receipt, tire or battery.

-If you have military service requirements, Law Enforcement or First Response obligations, speak to me in my office ASAP.

-Family vacations, parties, sporting events, alarm clock failures, parking difficulties and Jail are NOT examples of excused absences.

B) YOU have the responsibility of presenting the above documentation ASAP, BUT ABSOLUTELY NO LATER THAN TWENTY FOUR HOURS AFTER YOU RETURN TO CLASS! Failure to do so will result in the absence being unexcused, regardless of the reason.

C) ALL discussions of excused/unexcused absences will take place in my office, not in the classroom. (see Office Hours)

D) ALL MAKE-UP WORK SCHEDULING IS THE RESPONSIBILITY OF THE STUDENT UPON THEIR RETURN TO CLASS. SEE ME IN MY OFFICE.

A student penalized for excessive absences may appeal through the grade appeal process, as stated in ABAC's student handbook, at <http://www.abac.edu/ses/handbook/>

MY GRADEBOOK AND ATTENDANCE SHEETS ARE THE FINAL AND SUPREME ARBITER OF YOUR CLASSROOM ATTENDANCE. MAKE CERTAIN YOU ARE COUNTED PRESENT!!!

Grading:

There will be two Identification / essay tests, each of which will count 20% of the final grade. Each student will also write two "Reaction Papers" based on their reading of assigned journal articles; each of these Reaction Papers will count 10% of the final grade. The remaining 40% of the final grade will come from the semester project involving a quantitative historical analysis of a rural county of the individual student's choice, with the proviso that the chosen county must be outside the state of Georgia. The requisite techniques and methodologies for this quantitative analysis will be explained in class. The quantitative analysis will represent the culmination of the student's retention and application of the course material in a research environment. Completing this assignment will demonstrate the student's mastery of primary research methods, and provide practical experience in examining contemporary rural American realities relating to ethnic, gender, economic, and environmental conditions. Completion of this assignment constitutes a GO/NO GO requirement for this class; it must be completed to receive a passing grade for the course.

Lectures, Reading Assignments, Discussion Periods, Examinations and Other Activities
(All subject to modification and adjustment as the semester progresses.)

WEEK

1-2) Early Modern Europe and Pre-Columbian America

2-3) The Columbian Exchange, Virginia and the Paternal Ideal
 New England and the Communal Ideal
 Pennsylvania and the Liberal Ideal
 Land & Labor, Daily Life in Colonial America, Maturity and its Discontents

End of week three

CLASSROOM DISCUSSION of Article 1

William Cronon, "Seasons of Want and Plenty."

(Reaction Paper for Articles will be due **NO LATER THAN ONE WEEK** after classroom discussion of each individual article)

3-4) The American Revolution and After, the Rural Frontier
 Expansion of the Rural South, Expansion of the Rural North, Rural Life in Antebellum America,
 Gender and Agriculture

End of week four

CLASSROOM DISCUSSION of Article 2

Nancy Grey Osterud, "Gender and the Transition to Capitalism in Rural America."

4-5) The Civil War, Reconstruction and Southern Society, Southern Society under Freedom

End of week five

CLASSROOM DISCUSSION of Article 3

Steven Hahn, "The "Unmaking" of the Southern Yeomanry, The Transformation of the Georgia Upcountry, 1860 – 1890."

5-6) Commercialization and its discontents, The "Golden Age" of Agriculture

End of week six

CLASSROOM DISCUSSION of Article 4

Kathleen Neils Conzen, "Peasant Pioneers: Generational Succession Among German Farmers in Frontier Minnesota."

TEST 1

6-7) The Country Life Movement, Country Lifers and Rural America, World War I

7-8) Rural Life in the 1920s, The Great Depression and the New Deal

End of week eight

CLASSROOM DISCUSSION of Article 5

Katherine Jellison: "The Man Operating the Farm and the Wife Operating the Household and the Garden."

9-10) The New Agriculture and Rural Life, the New Rural Community

10-11) The Rural Diaspora, A Rural America Without Farmers?

End of week 11

CLASSROOM DISCUSSION of Article 6

Anne B. W. Effland, "When Rural Does Not Equal Agricultural."

TEST 2

12-16) Student Presentations of Quantitative Analyses of Rural Counties

Quantitative Historical Analysis

Over the course of this semester, you will conduct primary source research on the history of a predominantly rural county in the United States, other than in the state of Georgia. (This is an upper level course, and student's home county will provide less of a learning/research opportunity than learning the particulars of a county in another state, for the purposes of learning the rural history of the United States as a whole.) This research will form the basis of a quantitative (statistical) analytical report presented both in written form and as an oral report to the class as a whole, and should be ready for presentation no later than the beginning of Week Twelve. This report will employ the Kate L. Turabian Manual for Papers, Theses and Dissertations for the purposes of format and citation, presenting the statistical information either in graphic (Bar-graph, pie-chart, etc.) or in percentages expressed in a narrative format. The components of this report are as follows:

- I)
 - Historical background:
 - Date of creation and person or persons responsible, and reasons therefore, if applicable
 - County seat, and or major administrative centers
 - Current Census data, (as of beginning of the semester) [www.census.gov]
 - Total population
 - Number of households
 - Population data by population density, gender, age cohort and ethnicity
 - Median and per capita income
 - Percentage of population at or below the poverty line, rate of unemployment
- II)
 - Physical Geography
 - General location within the state
 - Total area in square miles, land area and water area
 - List of bordering counties
 - List of major highways, as applicable, (Interstates, U.S. Highways, Major state highways)
 - List of navigable waterways, if applicable
 - List of major bodies of water, (one square mile or larger)
 - Terrain characteristics of the county by percentage and type, (forest, desert, mountains, etc.)
 - High and low points relative to sea level, if applicable, and average altitude above sea level
- III)
 - Industry, Agriculture Demographics and Economics
 - Beginning with the first year for which the U.S. Census Bureau kept statistics on this county, Provide totals and percentages of the county population as a whole for every other census year, (1880 – 1900 – 1920 – etc.) by the following criteria:
 - A) Age Group (Is the population of this county getting older, younger, static, etc. over time)
 - B) Occupation in general (Agriculture, agricultural processing, mining, factory work, retail, etc.)
 - C) Occupation in specific (cereal grain farming, cotton, tobacco, coal mining, silver/gold mining, etc.)
 - D) Ethnic / Gender proportions (majority / minority percentages within the county, changes over time)
- IV)
 - Conclusions and analysis: What trends can be derived from this data? Has the county become more or less rural, more or less populous, changes in gender or minority percentages, economic changes, etc.

REACTION PAPERS:

These assignments will arise from your impressions of, and discussions of, two of the six periodical articles that will be assigned and discussed in class (how you react to the material in the article and the discussion of it in class). The student is free to complete the reaction paper assignments for any two of the six articles for the course, with the understanding that the quantitative analysis assignment constitutes the bulk of the course grade (40%); leaving reaction paper assignments to the articles appearing later in the semester will place an added academic strain on the student's time and ability to complete their work. These papers must be typed, double-spaced, with all appropriate grammatical and literary requirements as per Kate L. Turabian's Manual for Papers, Theses and Dissertations, current edition, and will have a maximum length of three pages.

FOREWARNED IS FOREARMED!!! ALL ABAC POLICIES, ESPECIALLY THOSE REGARDING ACADEMIC MISCONDUCT, WILL BE STRICTLY ENFORCED! (See the ABAC Student Handbook at <http://www.abac.edu/ses/handbook/>)

PERSONAL ELECTRONIC MEDIA POLICY:

The ABAC faculty appreciate that many students live in an environment of virtually unlimited electronic connectivity through the use of Cellphones, BlackBerries, Bluetooth technology, I-Pods, MP3 players, and whatever new technology as will appear on the consumer market. Commensurate with this connectivity has been a dramatic increase in both the incidence and degree of academic misconduct committed by students across the nation. The very nature of these technologies render faculty unable to determine from any distance when these devices are activated and/or operating. What can be determined is that whether or not the devices are in use, the class instructor is not using them either to conduct lectures or to administer tests, quizzes or exams during the class meeting.

Therefore, it is the policy for each of my classes that use, intentional or otherwise, of any electronic media devices not prescribed by law or by medical professionals, (hearing aids) constitutes academic misconduct (cheating) on the part of the student. **ALL PERSONAL ELECTRONIC MEDIA USE IS PROHIBITED FOR THE DURATION OF MY PRESENCE IN THE CLASSROOM.** The devices are to be turned off AND put away so that they cannot be seen, viewed or used during the class meeting. **ANY USE OF SUCH DEVICES, INTENTIONAL OR OTHERWISE, WILL BE REGARDED BOTH AS CHEATING AND DISRUPTIVE BEHAVIOR. THE FIRST OFFENCE WILL RESULT IN THE LOSS OF TEN POINTS ON THE FINAL GRADE OF THE OFFENDER. A SECOND OFFENCE WILL RESULT IN A COURSE GRADE OF F FOR THAT STUDENT. ADDITIONALLY, A CELL PHONE GOING OFF DURING A TEST, QUIZ OR EXAM WILL RESULT ON A GRADE OF ZERO FOR THAT ASSIGNMENT. MULTIPLE OFFENCES WILL BE CONSIDERED A DELIBERATE PATTERN OF CHEATING AND DISRUPTIVE BEHAVIOR, AND WILL BE DEALT WITH AS SUCH.**

See Section F.10 of the Student Handbook, at <http://www.abac.edu/ses/handbook/CodeofConduct.pdf>

Midterm Advisory Grades

Midterm Advisory Grades will be reported on Banner Web to any student who has a "C," "D," or "F" in any class. The number of class absences will be posted for all students. Advisory grades are not entered on the student's permanent record. Students should note that these grades are advisory and will not necessarily reflect the final grade earned in a course. These grades are intended to provide students with information in order to improve their performance in the second half of the semester. Students are responsible for checking Banner Web when grades and absences have been reported. Students who receive grades should meet with their instructors to develop plans for success in the second half of the semester. Students should also take advantage of study groups and plan for ongoing conferences with instructors in order to monitor their progress. ABAC provides free tutorial assistance for most courses through the Academic Assistance Center (AAC); in addition to other academic support activities, students should work with their instructors to establish tutoring in the AAC.

If there is a student in this class who has specific needs because of learning disabilities or any other disability, please feel free to contact the instructor.

GRADING: is as follows:

| | | |
|----------|---|---|
| 90 - 100 | = | A |
| 80 - 89 | = | B |
| 70 - 79 | = | C |
| 60 - 69 | = | D |
| Below 60 | = | F |

Methods of Assessment: (Administrative purposes only)

The students are given two (2) exams, two Document-Based Questions (DBQ) in the form of Reaction Papers, and a primary source research project to provide formative assessment information. Students will submit portfolios of all written work. All these assessment components are designed to address the learning outcomes.

HIST 3000

ASSESSMENT TOOL

| | | | | |
|------------------|---|---|---------------------|---|
| 5 | 4 | 3 | 2 | 1 |
| A | B | C | D | E |
| (Strongly Agree) | | | (Strongly disagree) | |

As a whole, the portfolio

1. Employs cause and effect relations to examine historical facts and data to trace the development of a rural county.
2. Demonstrates through written discussions the development of rural life and society in the United States.
3. Uses primary and secondary research tools to develop quantitative historical analysis.
4. Analyzes qualitative data to augment discussion of historical data.
5. Evaluates and employs census data in historical analysis.
6. Analyzes and uses a variety of websites (Department of Agriculture, Chamber of Commerce, etc) to develop historical analysis.
7. Documents with consistency to one style format primary and secondary sources.

STUDENT CONTRACT:

I have read and understand the terms of the course syllabus for Dr. Galt-Brown's HIST 3000 class. I agree to adhere to and abide by the requirements of this class as stated therein.

NAME (print) _____

STUDENT ID NUMBER _____

SIGNATURE _____

DATE _____

