

HIST 456: Kentucky History

Fall 2019 (online)

Instructor: Dr. William Black

Office: Cherry Hall 236

Office hours: MW 1:40–3:10 pm or by appointment

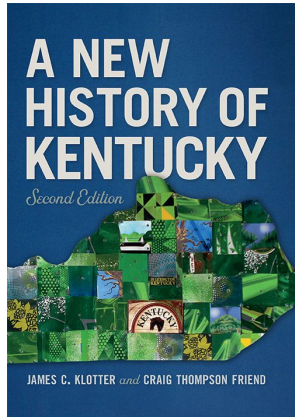
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Course Description

This course surveys the rich history of Kentucky from its colonial days through the present. We will pay special attention to how race, class, and gender have influenced and shaped our state's complicated past. In addition, we will examine how Kentucky's location at the intersection of different American regions has played a significant role in the development of a cultural landscape that is uniquely Kentuckian.

Required Textbook

James C. Klotter and Craig Thompson Friend, *A New History of Kentucky*, 2nd ed. (University Press of Kentucky, 2018)



You must use the new, second edition of the textbook. The first edition was published more than twenty years ago and is very different in content and pagination; it is basically not the same book at all.

This is the only book you need to get. Additional primary source readings will be posted to Blackboard.

Course Objectives

- To develop research and writing skills.
- To develop an understanding and appreciation of Kentucky's culture and history.
- To develop critical thinking skills by examining issues from a variety of perspectives including personal observations and beliefs.
- To obtain a basic understanding of Kentucky's historical importance in the narrative of American history.
- To re-assess preconceived notions of boundary and geography by examining Kentucky's relationship to different American regions.

Grading and Requirements

You will be graded for the following:

- *Discussion board participation*, which you can read more about below (2 points for each week you aren't a discussion leader, plus an extra point everyone

automatically gets—honestly, just because that makes the math easier—25 points total)

- *Discussion board leading*, which you'll do twice; read more about that below (10 points each week, 20 points total)
- Three 5-page *papers* (12-point font, double-spaced, no images, and enough on the fifth page where you don't feel like you're getting away with something), each responding to a specific prompt and relying upon your weekly readings and primary sources posted to Blackboard (15 points each, 45 points total)
- *Final exam* (10 points)

Altogether it looks like this:

Discussion Board Participation	25
Discussion Leading	20
Paper 1	15
Paper 2	15
Paper 3	15
Final Exam	10
TOTAL	100

You'll be graded on a ten-point scale, so that 90–100 points = A, 80–89 points = B, 70–79 points = C, 60–69 points = D, and below 60 points = F.

Discussion Board Leading

The class will be divided into six small groups, each containing three or four people. Each small group will lead two weekly discussions. A week in advance, a primary source (or primary sources) and a series of questions/prompts will be posted. (If your group is four people, you'll have questions; if three, then three, etc.) You are free to figure out within your group who will answer which question.

You will then post your answers to the weekly discussion board *no later* than Monday. (For example, if you're a discussion leaders for Week 4, then your answer must be posted no later than Monday, Sept. 16, 11:59 pm.) Group members will be graded individually, so if someone else in your group doesn't do the work your grade won't be affected.

Finally, by the Friday of that same week, each discussion board leader must reply to at least two other posts written by their classmates.

Discussion Board Participation

Every week (unless it is one of the two weeks you are helping lead discussion) you should write at least three posts on the weekly discussion board. To receive full credit you must:

- Write at least one post by Wednesday
- Write at least one post that is at least 100 words long and cites the textbook at least once (a simple parenthetical citation with the page number/s is fine)
- Write at least one post that is a reply to someone else's post
- Engage with the week's textbook reading *and* the primary source/s assigned to that week's discussion leaders

Discussion will close each week on Saturday, 11:59 pm.

Attendance

If you fail to participate in discussion for three or more weeks (and that doesn't have to be three in a row), you will get an automatic F in the course.

Late Assignments

If you know ahead of time that you will not be able to (1) meet your deadline as a discussion group leader or (2) turn in a paper by the deadline, please let me know and we can arrange something.

If you outright miss a paper deadline, you may ask for an extension of up to one week. If you miss a deadline as a discussion group leader, you may ask to be assigned to another group for another week. In either case, you do not need to tell me why.

I will be a bit stricter about the weekly discussion board participation, as that is harder to make up.

Technology Requirements

This is an online course, and all the work you do will require you to use a computer. You must have access to functional computer and a reliable Internet connection. You must know how to use Blackboard before the course begins. Finally, your official WKU email must be used for all email correspondence related to this course. Check your official WKU email regularly.

Academic Honesty and Integrity

All work you turn in must be your own original work. As a student at Western Kentucky University, you are expected to demonstrate academic integrity. Violations of the academic code include, but are not limited to, cheating (giving or receiving unauthorized information before or during an exam or assignment), dishonesty (including misrepresentation and/or lying), copying (submitting work completed for another class) and plagiarism (turning in work that is not your own—including, but not limited to, copying from a book/article, pasting text from webpages, using an internet source to

obtain all or part of a paper and quoting material in a paper and not crediting the original author with proper citation).

I will assign any plagiarized work a grade of 0. Depending on how grave the academic code violation (including repeat offenses), I may assign a final grade of F and refer the case to the Office of Judicial Affairs for reviews.

Title IX Policy

If you experience an incident of sex/gender-based discrimination, harassment, and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator Andrea Anderson (270-745-5398) or Title IX Investigators Michael Crowe (270-745-5429) or Joshua Hayes (270-745-5121).

Please note that while you may report an incident of sex/gender based discrimination, harassment, and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and *must* report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

Student Disability Services

Students who qualify for special accommodations should contact the Student Accessibility Resource Center, in the Student Success Center in Downing Student Union (270-745-5004). The SARC will work with you and with me to arrange the appropriate services. Please do not request accommodations directly from me without a letter of accommodation from the Student Disability Resource Center.

Schedule

The bulleted items are the required secondary/tertiary source readings for each week. Additional primary source readings will also be posted to Blackboard.

Week 1
Aug. 26–30

Introduction

- Syllabus

Week 2
Sept. 2–6

Pre-Colonial Kentucky

- Textbook: 1–19

Week 3
Sept. 9–13

Settler Colonization

- Textbook: 20–34, 47–56

Week 4
Sept. 16–20

Kentucky in the Early Republic

- Textbook: 63–67, 111–122, 125–134

Week 5
Sept. 23–27

The Creation of a Slave State

- Textbook: 56–60, 122–125

ESSAY 1 (due on Blackboard by Saturday, Sept. 28, 11:59 pm)
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Week 6
Sept. 30 – Oct. 4

The Slavery Debate

- Textbook: 151–163

Week 7
Oct. 7–11

The Secession Debate

- Textbook: 163–174
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Week 8
Oct. 14–18

The Civil War

- Textbook: 174–205
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Week 9
Oct. 21–25

Reconstruction

- Textbook: 223–236
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Week 10
Oct. 28 – Nov. 1

Populism and Progressivism

- Textbook: 237–239, 253–262, 265–276

ESSAY 2 (due on Blackboard by
Saturday, Nov. 2, 11:59 pm)

Week 11
Nov. 4–8

Education and Desegregation

- Textbook: 362–385
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Week 12
Nov. 11–15

Modern Appalachia

- Ian C. Hartman, “West Virginia Mountaineers and Kentucky Frontiersmen: Race, Manliness, and the Rhetoric of Liberalism in the Early 1960s,” *Journal of Southern History* (2014)
- Chris McGreal, “America’s Poorest White Town: Abandoned by Coal, Swallowed by Drugs,” *The Guardian* (2015)

Week 13
Nov. 18–22

Kentucky in Popular Culture

- Textbook: 324–329, 425–430
 - Anthony Harkins, “Colonels, Hillbillies, and Fightin’:
Twentieth-Century Kentucky in the National Imagination,”
Register of the Kentucky Historical Society (2015)
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Week 14
Nov. 25–29

No readings or Blackboard discussions (Thanksgiving)

ESSAY 3 (due on Blackboard by
Tuesday, Nov. 26, 11:59 pm)

Week 15
Dec. 2–6

Conclusion

- John Shelton Reed, “The South: What Is It? *Where* Is It?,” in
My Tears Spoiled My Aim (1993)
- Zandria F. Robinson, “Border Wars,” *Oxford American*
(2017)

FINAL EXAM (due on Blackboard
by Wednesday, Dec. 11, 11:59 pm)

You’ll be informed of any changes to this schedule.