

**Affordable Learning Georgia Pilot Grants  
For Developing an Open-Licensed Historical Game  
Creation and Implementation beginning January 2019  
Running Through May 2020  
Applications due end of November 15, 2018**

**Proposal Form and Narrative**

<b>Applicant Name</b>	H. Robert Baker
<b>Applicant Email</b>	<a href="mailto:robertbaker@gsu.edu">robertbaker@gsu.edu</a>
<b>Applicant Phone Number</b>	773-209-7746
<b>Position / Appointment Title</b>	Associate Professor
<b>Institution Name(s)</b>	Georgia State University
<b>Team Members</b>	Marni Davis, Associate Professor, Department of History Amani Marshall, Lecturer, Department of History Jared Poley, Professor, Department of History Jeffrey Young, Senior Lecturer, Department of History
<b>Sponsor, Title, Department, Institution</b>	Jared Poley, Acting Chair, Department of History, Georgia State University
<b>Proposed game concept</b>	The Atlanta Sit Ins, 1960-1961
<b>Course Names, Course Numbers and Semesters in which the game would be played</b>	HIST 2110, U.S. History (Fall 2019, Spring 2020) HIST 4460, Bills of Rights (Spring 2020)
<b>Do those courses currently use OERs?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>If yes, list OERs here:</b>	

<b>Anticipated First Semester To Be Used</b>	Fall 2019				
<b>Average Number of Students Per Course Section</b>	45	<b>Number of Course Sections Affected by Implementation in an Academic Year</b>	20	<b>Total Number of Students Affected by Implementation in an Academic Year</b>	900
<b>Average Number of Students Per Summer Semester</b>	0				
<b>Average Number of Students Per Fall Semester</b>	450				
<b>Average Number of Students Per Spring Semester</b>	450				
<b>Requested Amount of Funding</b>	\$25,000				

## NARRATIVE

### 1.1 BASIC INFORMATION ABOUT THE GAME

Game Title (e.g. Napoleon at Waterloo)	The Atlanta Sit-Ins, 1960-1961
Game Author/s Other than yourself	Marni Davis, Amani Marshall
Game Location (e.g. San Dimas, CA)	Atlanta, GA
Game Year/s (e.g. 1989)	1960-1961
Number of Players (Minimum and Maximum)	15-46
Number of Set-Up Sessions (Minimum and Maximum)	2-4
Number of Game Play Sessions (Minimum and Maximum)	2-6
Number of Debriefing Sessions (Minimum and Maximum)	1-2

Historical Documents Foundational to the Concept	COAHR Appeal for Human Rights, 1960
DLG & DPLA Sources Foundational to the Concept	Contact either Sheila McAlister at UGA library for some suggestions for this ( <a href="mailto:mcalists@uga.edu">mcalists@uga.edu</a> ) or someone at your library; I think this is an important component of the application [I see that you include this below—just insert that list here
Suggested Courses for Gameplay (e.g., World History, French History)	HIST 2110, U.S. History HIST 4460, Bills of Rights

**1.2 DOES YOUR GAME HAVE THESE REQUIRED ELEMENTS? (Check all that apply.)**

- Real historical setting
- Rich written texts
- Rich visual materials
- Rich video/tape materials
- Multiple meetings
- Roles with well-developed characters
- Victory objectives
- Indeterminacy (e.g., characters who are free to consider the debates with an open mind)
- Reading, writing, and speaking
- Narrative structure with drama
- Possibility of alternate historical outcomes
- Accessibility to non-specialists

**1.3 DOES YOUR GAME HAVE THESE COMMON ELEMENTS? (Check all that apply.)**

- Factions
- Elements of secrecy
- Opening vignettes
- Central texts

## 2.1 PROJECT GOALS

### Student Learning Goals:

- Written/Oral Communications. Students will learn how to articulate positions, cope with disagreements, write and speak persuasively.
- Leadership/Collaboration. Game will involve students assuming active leadership goals, working with people with different goals, and building coalitions
- Critical Thinking. Students will learn how the Civil Rights Movement embodied different perspectives, active alliance building, and had to cope with the larger problems the Civil Rights movement faced, including school desegregation, the Freedom Rides, and the problem of violence.

### Materials Creation:

- Faculty will cultivate links to digital sources and write editorial introductions for them.
- Faculty will create lesson plans for setup and for game management.
- Faculty will write a student game book to be posted online as an OER.
- Faculty will create digital historical maps using Tableau, Arc-GIS, and the Atlanta Maps platform to create connections between the Atlanta built environment and locations appearing in the game materials.
- Faculty will create materials for self-guided walking tours of these locations.

### Pedagogical Transformation:

- The game will be designed for use in the U.S. History survey, with options for scaling up into an upper division History class.
- The game will allow for a wide number of sources and subjects developed throughout U.S. History to be integrated as sources for the sit in movement. This will include lessons on abolitionism and women's rights as historical movements in the nineteenth century, the constitutional aspects of American federalism and the transformation wrought by the Fourteenth Amendment (1868), the persistence of Jim Crow laws despite judicial challenges, and the power of reform movements to transform politics and society.

## 2.2 STATEMENT OF CURRICULAR TRANSFORMATION

The 1960 student sit-in movements across the American South were a key moment in American legal, social, political, and cultural history. They are usually introduced in survey level courses as part of the larger civil rights movement, and are often absorbed into narratives about the leadership of Martin Luther King and the SCLC or grassroots activism. They can also be taught uncritically. Because they were generally peacefully resolved, they tend to become prelude to the violent confrontations of the Freedom Rides.

Taught properly, the Sit-In Movement can demonstrate the challenges of coalition-forming in the Civil Rights Movement and the difficulties, including generational conflict, that protestors faced. This teaching is key to developing critical thinking. Students are typically preconditioned to thinking of the Sit-In movements as a fairly simple moral and political issue with only one possible resolution—the end of segregation. By putting students into first-person roles, they will see more clearly the multiple perspectives present, both among the protestors and within the business

community. Because student actions might affect a variety of important historical outcomes, including the Atlanta mayoral race and the reaction of business communities, they will come to understand historical contingency. Finally, by changing students' work output to be outward facing (speeches, opinion pieces in newspapers, etc.), students will have an opportunity to practice persuasive writing and public speaking.

The U.S. History survey is taught by all History faculty at Georgia State University, and is a primary teaching responsibility for our Graduate Teaching Assistants. We currently serve 5,000 students a year in these classes. We expect that the game development will become an asset for all stakeholders teaching the U.S. History survey, as well as the African-American History survey.

Because the game will be built to scale, we expect that advanced versions of the game will be rolled out in upper division courses devoted to discussing Civil Rights, including HIST 4460 Bills of Rights, HIST 4245 the United States in the 1960s, HIST 4310 Georgia History, and HIST 4320 Metropolitan Atlanta.

### **2.3 TRANSFORMATION ACTION PLAN**

Development of The Atlanta Sit-Ins 1960-1961 will require various levels of expertise and research assistance. We anticipate having at least three major authors for the game materials, but will draw on the expertise of our faculty in U.S. civil rights, global social movements, African-American history, and Atlanta history. The action plan below will detail the elements that must be developed for the game, and how project members will divide responsibilities.

Historical Setting. The Atlanta Sit-In Movement began when student activists at the Atlanta University Center contemplated the power of the Greensboro, North Carolina sit-ins in February, 1960. Many of the students were impatient with the slow pace of desegregation in Atlanta, even though the federal district court had in December of 1959 ordered the Atlanta Public Schools to provide a plan for desegregation. Students quickly organized into the Committee on Appeal for Human Rights (COAHR). Simultaneously, segregationists in the Georgia Assembly introduced legislation that subjected potential sit-in participants liable for fines up to \$1000 and 18 months in jail. Students consulted with leaders in the community and on March 9, 1960 produced the Appeal for Human Rights. It was reprinted in the Atlanta papers and, a week later, in the New York Times. Georgia Governor Ernest Vandiver condemned the statement while Mayor William B. Hartsfield applauded it. Six days later the sit-ins began.

Action Plan for Historical Setting. The following elements have to be developed for the proposed RTTP game.

- Opening Vignette: Atlanta in 1960. A second person account will open the game book. This vignette will be told from the perspective of a bright young African-American student who has been awarded a scholarship to Spelman College, had a successful first semester, and is just returning to classes after Christmas break. She is a first-generation college student and excited about living in the city. She will reflect on the recent Civil Rights struggles in Little Rock, Arkansas, and the recent Federal district court order to the Atlanta Public Schools requiring desegregation. Governor Ernest Vandiver campaigned in 1958 on a segregationist platform, so there is reason for concern. On the other hand, Mayor William B. Hartsfield has publicly reached out to the Black community and forged some ties between the Auburn Avenue elite and

the all-white Chamber of Commerce. She will also talk about world affairs, including the ongoing Algerian revolt against French colonial rule and the escalation of tensions between the Soviet Union and the United States. It is a presidential election year, and while the candidates have not yet been determined, she can talk about the front-runners, including her family's traditional support for Republicans and for Richard M. Nixon. The goal of the vignette is to set the scene, and also to introduce in a general way all of the factions. Estimated 3-5 pages, and will include links to photographs of Atlanta in 1960 and a map detailing the Atlanta University Center, the Capitol, and key businesses in the region.

- Background: Civil Rights Movements in American History. The RTTP game book must have a section detailing the history of the antilynching campaign of Ida B. Wells, the debate between Booker T. Washington and W. E. B. DuBois, the founding of the NAACP, the fight over school desegregation after *Brown v. Board of Education* (1954), and the Montgomery Bus Boycott. This portion of the game book will connect to events and characters often taught in the U.S. History Survey. Estimated 7-10 page narrative, and will include links to the Library of Congress's Rosa Parks Papers and Civil Rights History Project.
- Background: Legal Discrimination in American History. The RTTP game book must have a section detailing the pervasiveness of racial laws in antebellum America, the passage of the Civil War Amendments (13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>), the Civil Rights Act of 1866 and 1875, and the Supreme Court's legitimation of racial laws epitomized by the doctrine in *Plessy v. Ferguson*. There must also be a brief description of the legal tactics used by the NAACP to fight such laws, resulting in the Supreme Court's famous reversal of *Plessy* in *Brown v. Board of Education*. This narrative must introduce key legal terms like "state action" and "equal protection," and give students an understanding as to why a sit-in at the state capitol cafeteria was different from a sit-in at a downtown department store. Estimated 7-10 page narrative, and will include links to <https://www.oyez.org>, an excellent free resource for understanding key Supreme Court decisions.

Factions and Roles. An RTTP game about the Atlanta Sit-Ins would have access to a large number of characters. Student leaders Lonnie King, Julian Bond, and Herschelle Sullivan led the COAHR. Altogether, over 75 students participated in the sit-ins. There was also a powerful elder leadership in the Atlanta Black community, including legendary civil rights lawyer A. T. Walden, Daddy King, and Rev. Dr. Samuel Williams, the president of the local NAACP chapter. Many of these leaders would later form the Student Adult Liaison Committee (SALC). There was also the SCLC and Black moderates such as Donald Lee Holloway, who would serve as the primary civil rights lawyer for the students. The presidents of the universities of the Atlanta University Center, such as Benjamin Mays of Morehouse, also supplied leadership.

Action Plan for Developing Factions and Roles: Roles are key to RTTP games. In order to facilitate quick production, role sheets will first be developed by faction. In Fall 2019, students will have the opportunity to take an upper-division course, curate digital materials for the RTTP game and for their individual roles.

- COAHR student activists (protestors)
- student moderates and conservatives (indeterminates)
- Black Community Leaders (SALC): (conservative)

- Atlanta Chamber of Commerce (conservative)
- Journalists (local and national)
- May 2019: completion of faction descriptions, goals, and generic victory conditions. Also, completion of role allocation tables.
- July 2019: biographical sketches of major characters in each of the factions.
- December 2019: completion of biographical sketches.
- Fall 2020: completion of individual role sheets.

Game Sessions. The game will revolve around three major meetings, all of which are based on real meetings, or conglomerations of different meetings. The game can be scaled up or down based on how many meetings faculty decide to have (the instructor’s manual will include information on how to play the game in 2, 3, 4, 5 or 6 sessions.)

Game sessions must pay particular attention to the dynamics of the factions. Historians have usually interpreted the major tensions within the protest as generational. The NAACP had goals that focused on the long-term dismantling of segregated schools and traveling facilities. Many of the elder statesmen of Atlanta’s Black community were wary of disrupting the white power structure, which was beginning to take their concerns seriously. The students, on the other hand, pushed for direct action. This tension, between the young and the old, was real enough, but it can obscure the more nuanced conditions within which decisions had to be made. COAHR’s desire for direct action in March, for instance, had to face legal realities. The students wanted to target private businesses. Advice from the NAACP and the SCLC, however, led them to take their initial protest to public buildings where leases were controlled by the state of Georgia. It had been longstanding judicial doctrine that a Fourteenth Amendment claim interceding in state judicial proceedings had to meet the “state action” requirement. Given that the state of Georgia had just imposed a new law protecting private business owners, the resort to public facilities would give the students legal cover. Importantly, it represented a moment of compromise between the student activists and their more cautious elders.

The stakes were raised in October of 1960 when planning for additional sit-ins resumed. This time, Martin Luther King participated, private businesses were targeted, and the police cracked down. Negotiations between COAHR, SALC, the NAACP, and the SCLC now involved Mayor William B. Hartsfield and Ivan Allen, Jr., the president of the Atlanta Chamber of Commerce. The negotiations broke down, sit-ins resumed in November. In 1961, further negotiations between the Chamber of Commerce and SALC without the students present led to a compromise. On March 10 at a mass meeting at the Warren Memorial Methodist Church, all parties met. The compromise, however, was derided by angry students and very nearly fell apart. According to the traditional story, Martin Luther King’s moving oratory brought the room back together, and the compromise held.

Game sessions will revolve around these three major phases of the Atlanta sit-in movements.

- Session 1. March 9, 1960. The COAHR has produced the final draft of its Appeal for Human Rights. The students must now comment on the appeal and debate a plan for action. There will be students in the room who will want direct action and confrontation at all levels, those who want direct action and confrontation at a reduced level, and some conservatives who are nervous about any action. Some SALC advisors are in the room, but not all of them.

- Session 2. March 10, 1960. The Atlanta Chamber of Commerce will hear presentations from SALC leaders and will debate a policy on the Appeal for Human Rights and the impending sit-ins. Some student leaders attend, but can only speak if a majority of the Chamber of Commerce votes to allow it.
- Depending on the strategies adopted by the students and the policies adopted by the Chamber of Commerce, the results of the first sit-ins will be determined. This will take the game through the summer of 1960.
- Session 3. September 15, 1960. The COAHR, SCLC get together to determine whether to resume sit-ins. Again, some SALC advisors are in the room, but not all of them.
- Session 4. September 20, 1960. The Atlanta Chamber of Commerce debates a response to sit-ins should new ones be called. They invite SALC to give presentations again. Student advisors can be in the room.
- Depending on strategies and policy, the results of the October 1960 sit-ins are announced. This will take the game through January 1961.
- Session 5. February 1961. Meeting to determine a deal. All parties in the same room. However, if no deal is made, any two parties can negotiate separately by making a declaration. (SALC and Chamber of Commerce made this back-room deal in real life).
- Session 6. March 10, 1961. Final meeting where a compromise is either reached, or not.

Action Plan for Game Sessions: In order for the game to be scalable, it should be able to be run in as few as two sessions and as many as six. The six sessions can easily be collapsed into three sessions by combining sessions 1&2, 3&4, 5&6. (Each class session would be divided in half, with two meetings in each session.) One could also pick up the game at Session 3, simply beginning the game in in October 1960 when Martin Luther King enters the game. Game session planning will follow naturally from the work on historical background and faction/role development.

Course and Syllabus Instructional Design: Quite fortunately, we have already developed a HIST 2110 U.S. History syllabus that incorporates time for RTTP games during face-to-face sessions. The syllabus uses a modular format with digital resources to deliver and assess content coverage, guaranteeing that students demonstrate proficiency in covering all topics in the syllabus. An Atlanta Sit-In game would already fit within this syllabus. (A syllabus of HIST 2110 U.S. History is attached to this application.)

Team Members and Work Allocation: Team members will work together on all aspects of the game development.

- Robert Baker: author and subject-matter expert, American law and Constitution.
- Marni Davis: author and subject-matter expert, Atlanta metropolitan history.
- Amani Marshall: author and subject-matter expert, African-American history.
- Jared Poley: editor and subject-matter expert, human and civil rights.
- Jeffrey Young: editor and digital resources, Tableau, Arc-GIS.
- GRA: collection of digital sources and research assistance



## Digital Public Resources Available for Project

### Digital Public Library of Georgia:

There are currently thousands of photographs, newspaper articles, and newsfilm clips connected to the Atlanta Sit-Ins in the Digital Public Library of Georgia. In addition to these primary sources, there are oral histories and other reminiscences. The following are but a sample of the digital sources that we will need to assess, curate, and select for this game:

- Voices Across the Color Line Oral History Project (Atlanta History Center)
- Atlanta Chamber of Commerce Photographs (Atlanta History Center)
- WSB TV-Newsfilm clips relating to “An Appeal for Human Rights” and Atlanta Sit-Ins (Walter J. Brown Media Archives and Peabody Awards Collection.)
- *Atlanta Journal-Constitution Photographs* (Georgia State University)
- *The Panther: Georgia Historic Newspapers* (Atlanta, GA)
- *Southern Israelite: Georgia Historic Newspapers* (Augusta, GA)
- *Wolverine Observer: Georgia Historic Newspapers* (Atlanta, GA)

### Other Digital Sources:

There are thousands of pages of relevant contextual information to understanding the legal, social, and political context of the Atlanta Sit-Ins. The following are but a sample of the many free and open resources that the project will draw from:

- The Oyez Project provides contextual information for landmark Supreme Court decisions geared for the general public. [www.oyez.org](http://www.oyez.org)
- The Legal Information Institute at Cornell University provides links to thousands of primary sources for state and congressional statutes and court cases. <https://www.law.cornell.edu/>
- The Civil Rights Project at the Library of Congress provides oral histories (many conducted by Atlanta Sit-In Veteran Julian Bond). <https://www.loc.gov/collections/civil-rights-history-project/about-this-collection/>

## **2.4 ASSESSMENT: QUANTITATIVE AND QUALITATIVE MEASURES**

Quantitative Measures: There will be two major quantitative measures used to determine impact on student learning outcomes.

- Reading quizzes
  - SLO: Content Mastery
  - Multiple choice tests determining how well the students have mastered the materials.
  - The results from these exams can be compared with aggregate data from other HIST 2110 classes to gauge whether students read more carefully in sections employing the RTTP game.
- Leadership and Collaboration surveys
  - SLO: Leadership and Collaboration
  - Students will take a pre-game survey that will have them assess their character’s motivations, goals, and propose a plan of action that allow them to achieve their goals.

- Students will take at least one survey during game play. The survey will have them restate their goals, self-assess their progress towards their goals, and self-assess how they have progressed.
- After game play, students will take an exit survey that will have them present a final assessment of their performance.
- The surveys will be scored so that we can determine how students adapt and learn during games in order to achieve goals.

Qualitative Measures: There will be two major qualitative measures used to determine impact on student success.

- Critically Receiving the Civil Rights Movement (SLO: Critical Thinking)
  - As part of students’ pre-class survey, they will be asked about their perceptions of civil rights history, and in particular of the role of the sit-ins.
  - As part of students’ exit survey, they will be asked again about their perceptions of civil rights history, and in particular of the role of the sit-ins.
- Essays and Speeches
  - SLO: Written and Oral Communication
  - Students will produce speeches, op-eds, and other academic work during the game. These sources will be judged on their accuracy and scored according to a rubric. The rubric will gauge their use of sources, understanding of context, and ability to effectively communicate.
- Surveys
  - Students will be asked to complete a survey before and after the class that will measure their experiences and what they achieved in the class. The survey is provided by the Reacting to the Past at University of Georgia.
  - Students will also be asked to sit for one-on-one interviews detailing their experiences.
  - The survey will be used to improve the RTTP experience for students.

## 2.5 TIMELINE

March 1, 2019	Complete list of digital sources with digital links
April 1, 2019	Draft of Historical Background sections
May 1, 2019	Draft of Faction roles and lists of main characters
July 1, 2019	Biographical sketches of main characters for each faction.
Fall 2019	Trial run of Atlanta Sit-Ins 1960-1961 performed in upper-division class
Spring 2020	Second trial run of Atlanta Sit-ins 1960-1961 performed in U.S. History Survey.

## 2.6 BUDGET

Attendance at 2019 RTTP Winter conference for three team members*	\$1000
Attendance at 2020 RTTP Winter conference for three team members*	\$1000
Graduate Assistant Compensation	1 GRA (Spring/Summer): \$4,000
Peer Mentors	2 @ \$500 = \$1000
Faculty Overload pay: primary authors/editors**	4 faculty @ \$4,000 = \$16,000
Faculty Overload pay: expert advice	2 faculty @ 1,000 = \$2,000
Total:	\$25,000

\* This grant will support two of the team members' registration and travel to the RTTP winter conferences. Another grant will support the remaining team members' registration and travel.

## 2.7 SUSTAINABILITY PLAN

We have the following plan for sustainability.

- HIST 2110 U.S. History is offered every semester. This game will be offered every semester.
- Feedback from student surveys will help us identify ways to improve the RTTP game and increase student success.
- A version of the game will be offered in our graduate pedagogy class, HIST 7040. Graduate students will have the opportunity to conduct research assignments designed to improve the game.
- The Department will hold periodic workshops encouraging faculty to participate and offer their input for improving the game.

## 2.8 REFERENCES & ATTACHMENTS

Attachments:

- Letter of Support from History Department acting chair (p. 12)
- History 2110 U.S. History Syllabus (p. 14)
- SLO Leadership/Collaboration Surveys (p. 20)

DEPARTMENT OF HISTORY  
College of Arts and Sciences

P.O. Box 4117  
Atlanta, GA 30302-4117  
Phone: 404/413-6385  
Fax: 404/413-6384



14 November 2018

Dear Colleagues,

I write today to indicate in the strongest possible terms my support – and that of the Department of History – for the Affordable Learning Georgia Pilot Grant application prepared by Dr. Robert Baker.

The Department of History at Georgia State University has had a long-standing commitment to student success and to making not only a University education – but also the course materials necessary for that education – accessible to all students. This commitment is seen in a variety of forms, from the use of online materials to lessen the costs of a college education to the creation of in-house materials that are distributed to students free of charge. Dr. Baker's commitment to employing the high-impact and active-learning pedagogies associated with the Reacting to the Past curriculum fits this department initiative.

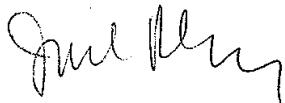
Dr. Baker's proposal, which revolves around the creation of a game centered on the student sit-in movement in Atlanta in 1960 and 1961, not only leverages GSU's physical location in downtown Atlanta (near the sites of those sit-ins), but it also is positioned to take advantage of the large numbers of students who move through our US History survey courses (one class in which the game will be played). Over the course of the 2017-18 academic year, nearly 7,500 students took freshman survey courses. We anticipate teaching nearly 8,000 freshman students in the 2018-19 cycle. The game, in short, is one that has the potential to impact a huge number of students in a very short time, and is therefore one with a high degree of staying power. Additionally, the department has already invested significantly in the use of the Reacting curriculum, including it in freshman surveys, upper division courses, and graduate pedagogy classes as well. In short, our faculty support the use of Reacting to the Past, and it has been a rich and growing part of our curriculum over the past two years. I can only imagine that a game focused on such local (and still highly relevant) issues will only increase the support from faculty.

The team of scholars who have signed on to the project includes colleagues with expertise in US history, the history of Atlanta, the history of the South, the history of Civil Rights, legal and constitutional history, as well as "teaching difficult topics in American history." Others have content knowledge of social movements or skill with digital resources. All are trained historians with a deep knowledge of historical method, theory, and research and all are creative and exciting teachers. The team will also include graduate students, allowing the project to connect faculty and graduate students in meaningful ways in the shared production of knowledge about the past. In short, the team is a strong one, and Dr. Baker – as the department's Director of Undergraduate Education – is well-positioned to lead the project to completion in the specified timeframe.

In terms of the mechanical issues involved with receiving and dispersing funds, the department has long experience with grants from a wide range of state, federal, and non-governmental agencies. We have a business manager in the department that handles budgetary issues of this nature, and who can ensure accountability.

Please do not hesitate to be in touch if I can provide other information on the department, its ability to craft the materials, or our willingness to implement the resources after they have been created.

All my best,

A handwritten signature in black ink, appearing to read "Jared Poley". The signature is cursive and somewhat stylized, with the first name "Jared" being more prominent than the last name "Poley".

Jared Poley, Ph.D.  
Professor | Acting Chair  
History Department  
Georgia State University

[jpoley@gsu.edu](mailto:jpoley@gsu.edu) / 404.413.6383

Syllabus  
Fall 2019  
**History 2110: U.S. History**

**Instructor:** Dr. H. Robert Baker  
25 Park Place Bldg, office 2009  
robertbaker@gsu.edu (by far the best way to reach me)  
404.413.6361 (not the best way to reach me)

*Apologia*

Do I contradict myself?  
Very well then, I contradict myself;  
(I am large, I contain multitudes.)  
-Walt Whitman, *Song of Myself* (1855)

Whitman spoke for America in 1855, but he could have just as easily been speaking of America in 2015, or 1776. In one verse, he had captured the essence of the American experience, and the difficulty we have in comprehending it. America began as an outpost in the early 1600s, a backwater collection of desperate merchants, religious radicals and criminals. Yet this outpost would rise in the eighteenth century to fight and defeat the greatest European power of its age. Through a process of settlement and expansion, it would ultimately become the industrial and commercial leviathan of the twentieth century. Its political growth is equally staggering. The American Constitution was itself the most promising child of the European Enlightenment, putting into practice radical ideas of which the *Philosophes* of France could only dream. The maintenance of this constitutional republic throughout the Jeffersonian revolution and Civil War shocked European contemporaries, who had long predicted the fall of the United States. Yet throughout this period, America was a destination for immigrants from around the world, even as they cleared lands and pushed aside native populations to make way for railroads, mechanized reapers and factories.

Yet America contradicted itself. Democratic government brutalized Native Americans. Political freedom coexisted with slavery. Civil rights advanced with racism and segregation. These contradictions have deep roots in American history. The Europeans and Native Americans who faced each other in the sixteenth and seventeenth centuries developed complicated and varied schemes for living with and manipulating the other. The African slave trade rose to fill the need for labor on North American and West Indies plantations. The western drive of Euro-Americans after 1800 altered previous arrangements with Native Americans. It also took the institution of slavery past the Mississippi, cementing it in the foundation of the American nation. The ideals of the Enlightenment's favorite child ran into a thousand contradictions during its painful maturation.

Now, at the dawn of the twenty-first century, questions abound about the future of the American nation. Will America be overshadowed by China? Have the events in Ferguson proved how brittle is the fabric of a liberal society? Has our culture become so decadent as to reject meaningful change?

This course examines the fundamental developments in American culture and values – political, economic, and social – from the founding of the colonies through the upheavals of the Civil War to the present day. America still contains multitudes, still contradicts itself. We will endeavor to understand these contradictions.

### **Some Important Information about the Course**

**Online Course Material:** This course requires that you make use of a computer or tablet to access the course materials on iCollege. In addition, we will be using SLACK, a workplace collaboration app, for our course. SLACK works on your smartphone, tablet, and on your desktop. For those without any home computer or smartphone connection, you can access SLACK at the library's computers.

**Office Hours:** Thursday, 2-4 p.m. in office 2002 in 25 Park Place Bldg. I am also happy to make an appointment with you to meet at other times. Just email me and we can set something up!

**Course Objective:** By the end of the class, students will have a working knowledge of the major events in American history relating to the question of political and personal freedoms. In keeping with the university's General Education goals, students will work toward "formulating appropriate questions for research, effectively collecting appropriate evidence, and appropriately evaluating claims, arguments, evidence and hypotheses." In keeping with Area E objectives, the course will train students to "effectively analyze the complexity of human behavior" and to understand "how historical, economic, political, social, and/or spatial relationships develop, persist, and/or change" and to "demonstrate understanding of the United States and its related political, social, and/or institutional developments."

**Prerequisites:** There are no prerequisites for this course.

**Texts:** All readings will be made available to students through our online portal.

**Students do not need to purchase any books for this class!**

**Attendance Policy:** Students are expected to attend class. Ten percent of the final grade is based on classroom participation—each missed class will result in a zero for that corresponding portion of the participation grade.

**Grading:** Final grades will be computed according to the following formula:

**20% Attendance and Online Material:** Appropriate immersion in the online material as measured in part by compliance with the online quizzing feature available on iCollege.

Students have weekly deadlines for completing the quizzes. Quizzes will remain open after the deadline but, once that deadline has passed, students can only receive, at most, half the points for completing those quizzes. Quiz questions are one measure of how much students are grasping the material that is presented in the form of a digital textbook, videos, podcasts, and historical documents. If the data from the course portal suggests that students are not appropriately engaging the online material, the instructor reserves the right to present individual students with additional assessments that will line up with this segment of the final grade.

**30% Essay/Project in “The Eleventh Pillar”**  
10% Ratification Quiz/SLACK profile (iCollege)  
10% Draft of Paper  
50% Written Paper  
30% Public Argument  
(Bonus if you win the game)

**50% Essay/Project in “Atlanta Sit-Ins”**  
10% Quiz/SLACK profile  
10% Strategy Sheet  
40% Written Assignments  
30% Speech/Participation in Convention  
10% Victory

Grades are calculated on the following scale:

98-100	A+
93-97	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
60-69	D
less than 60	F



Week 1 (Aug 20-24) The Roots of European Colonization of America

Tue Welcome

Thu Discussion: Native Americans Discover Columbus

iCollege: Online Textbook, Chapter 1

iCollege: Columbus letters, Laws of Burgos, Jesuit Relations

Deadline for completing week 1 material online: Thursday, Aug 23, 11:30 pm

Week 2 (Aug 27-Aug 31) The 17<sup>th</sup> Century Colonial Experience, North and South

Tue Plantations and Religious Radicals

Thu Discussion: Virginia Slave Codes & Puritan Law Codes

iCollege: Online Textbook, Chapter 2

iCollege: Sources: Virginia Slave Codes, Laws and Liberties of Massachusetts (1648)

Deadline for completing week 2 material online: Thursday, Aug 30, 11:30 pm

Week 3 (Sept 3-7) The Enlightenment and the American Revolution

Tue The Great Awakening and Social Authority in the New World

Thu Discussion: Enlightenment Political Thought

iCollege: Online Textbook, Chapter 3

iCollege: Sources: Jonathan Edwards, Sinners in the Hands of an Angry God; Montesquieu, Spirit of the Laws; selections from John Locke, Burlamaqui

Deadline for completing week 3 material online: Thursday, Sept 6, 11:30 pm

In-class Ratification Quiz

Week 4 (Sept 10-14) Slavery and the World Economy

Tue Inaugurating an Age of Republican Revolution

Thu Discussion: The Literature of Ratification

iCollege: Online Textbook, Chapter 4

iCollege links to online sources: Brutus, Publius, et al.

Deadline for completing week 4 material online: Thursday, Sept 13, 11:30 pm

Week 5 (Sept 17-21) The Eleventh Pillar: New York Ratification

Tue The Seven Years' War

Thu The Constitution

iCollege: video lectures: the Constitution

The Eleventh Pillar Gamebook

Ratification Quiz due by September 20.

Week 6 (Sept 24-28) The Eleventh Pillar: New York Ratification

Tue Setup for "Eleventh Pillar" Game

Thu Setup for "Eleventh Pillar" Game: faction meetings

iCollege: Online Textbook, Chapter 5

Deadline for completing week 6 material online: Thursday, Sept 27, 11:30 pm  
First draft of RTTP essay due. Bring two copies to your section, Friday, Sept 28.

Week 7 (Oct 1-Oct 5) The Eleventh Pillar: New York Ratification

Tue Game Session 1

Thu Game Session 2

iCollege: Online Textbook, Chapter 6

Deadline for completing week 7 material online: Thursday, Oct 4, 11:30 pm

Week 8 (Oct 8-Oct 12) From Republic to Civil War

Tue The Bill of Rights, Abolitionists, and Women's Rights

Thu The Political Crisis of the Civil War

**Semester Midpoint: Deadline for withdrawal from class is October 9**

iCollege: Online Textbook, Chapter 7

iCollege: Sources: 1844 Whig and Democratic Party platforms; Henry David Thoreau, *On Civil Disobedience* (1849); Frederick Douglass, *What to the Slave is the Fourth of July* (1852); Declaration of the Causes of Secession, South Carolina (1860)

Deadline for completing week 8 material online: **Wednesday, Oct 12, 11:30 p.m.**

Week 9 (Oct 15-Oct 19) Gilded Age and Progressive Era

Tue The Industrial Revolution

Thu Politics in the Progressive Era

iCollege: Online Textbook, Chapter 8

iCollege: sources: The Civil Rights Acts of 1866, 1875; Thorstein Veblen, *Theory of the Leisure Class* (1899); George Plunkitt, "I seen my opportunities and I took 'em" (1905); Rudyard Kipling, *White Man's Burden* (1899)

Deadline for completing week 9 material online: Wednesday, Oct 19, 11:30 p.m.

Week 10 (Oct 22-Oct 26) World War II and American Superpower

Tue From Progressives to New Deal

Thu Civil Rights and American Politics

iCollege: Online Textbook, Chapter 9

iCollege: source: *Plessy v. Ferguson* (1896); Booker T. Washington, Atlanta Compromise Speech (1895); W.E.B. DuBois, *Souls of Black Folk* (1905)

Deadline for completing week 10 material online: Wednesday, Oct 26, 11:30 p.m.

Week 11 (Oct 29-Nov 2) Setting up the Civil Rights Movement

Tue Setup for Atlanta Sit-In Game

Thu Faction Meetings

iCollege: Online Textbook, Chapter 10

iCollege: Atlanta Sit-In gamebook

Deadline for completing week 11 material online: Wednesday, Nov 2, 11:30 pm

Week 12 (Nov 5-9) Atlanta Sit-Ins

Tue Game Session 1

Thu Game Session 2

iCollege: Online Textbook, Chapter 11

Deadline for completing week 12 material online: Wednesday, Nov 9, 11:30 pm

Week 13 (Nov 12-16) America in the 21<sup>st</sup> Century

Tue Game Session 3

Thu Game Session 4

iCollege: Online Textbook, Chapter 12

Deadline for completing week 13 material online: Wednesday, Nov 16, 11:30 pm

Thanksgiving Holiday (Nov 20-24)

Week 14 (Nov 26-Nov 30)

Tue Game Session 5

Thu Game Session 6

iCollege: Online Textbook, Chapter 13

Deadline for completing week 14 material online: Wednesday, Nov 30, 11:30 pm

Week 15 (Dec. 3)

Tue Debriefing

Thu Course Wrap Up

2110 Assessment (see iCollege portal)

HIST 2110  
Fall 2019

Atlanta Sit-Ins, Pre-game survey

Student Name: \_\_\_\_\_

Character: \_\_\_\_\_

Quick summary of your character's goals:

Name three things you will do during the game to advance your character's goals.

On a scale of 1-5 with 5 being "agree strongly" and 1 being "disagree strongly," please answer the following questions.

I am confident that I understand my character's goals.

I am confident that I can achieve my character's goals.

I know who the other players are in the game.

I know who my allies will be.

I know who my opponents will be.

I understand how to persuade people to my side.

I know my opponents' arguments.

My faction will win this game.

Identify three things that you will do to achieve your goals over the next week:

HIST 2110  
Fall 2019

Atlanta Sit-Ins, Survey (during game)

Student Name: \_\_\_\_\_

Character: \_\_\_\_\_

Quick summary of your character's goals:

Name three things that you did this week to help advance your goals:

On a scale of 1-5 with 5 being "agree strongly" and 1 being "disagree strongly," please answer the following questions:

- \_\_\_\_\_ I am confident that I understand my character's goals.
- \_\_\_\_\_ I am confident that I can achieve my character's goals.
- \_\_\_\_\_ I know who are the other players are in the game.
- \_\_\_\_\_ I know who my allies will be.
- \_\_\_\_\_ I correctly anticipated my opposing faction's arguments and countered them successfully.
- \_\_\_\_\_ I have spoken to other game players outside of game sessions quite frequently.
- \_\_\_\_\_ My faction has done a good job distributing workload.
- \_\_\_\_\_ My faction will win this game.

Identify three things that you will do to achieve your goals over the next week:

HIST 2110  
Fall 2019

Atlanta Sit-Ins, Post-Game Leadership Survey

Student Name: \_\_\_\_\_

Character: \_\_\_\_\_

On a scale of 1-5 with 5 being “agree strongly” and 1 being “disagree strongly,” please answer the following questions.

I achieved my character’s goals.

I knew the other players are in the game.

I correctly identified my allies and opponents.

I correctly anticipated my opposing faction’s arguments and countered them successfully.

I spoke to other game players outside of game sessions quite frequently.

My faction distributed work well.

My faction members completed their work assignments.

My faction members worked outside of game sessions to win the game.

My faction won the game.

Identify three things that you did that helped you achieve success in the game.

Identify three things that you could have done that would have helped you win the game.

Why do you think you won, or lost, the game? What affected the outcome?