“The Hovering Giant: The USA and Nation Building in the Americas, 1836-1959.”

This seminar should appeal to both American and World history majors.

Between 1836 and 1959, the United States went from being a minor world power to becoming the world’s greatest power. The rise of the United States to global power began in the Americas; and establishing and maintaining power and influence over American neighbors to the South would remain central to US economic, political, and military policy. Starting with the expansion into Mexico, and ending with the Cuban Revolution in 1959, this seminar examines the role of internal US politics, national security, economic competition, imperialism and nation building, and seeks to understand the intentions and consequences of US policy. Looking at a variety of United States State Department documents, students will choose case examples to explore these and other themes.

Course Description: Students will research, write, and present a comprehensive senior thesis. Throughout the semester, students will participate in class readings and discussions. Students and professor will work together to identify research topics and identify secondary and primary sources. The assignments and activities in this class are all geared towards your production of a 20 to 25-page original and scholarly research paper.

Class Reading (in order of reading):

Class Schedule
Regular attendance is necessary; to be absent for scheduled classes will require make-up work. Scheduled research days will be arranged; where all or some of the students will engage in outside research and have individual or small sub-group meetings with the instructor (throughout the day).

Week one: Expectations and getting to know each other. Class objectives, rules, and future readings.
Week two: Discussion and writing exercises on book one
Week three: Book two and individual reports
Week four: Book three and individual reports
Week five: Book four and individual reports
Week six: Thesis proposal due; class wide discussions and critiques
Week seven: Scheduled individual and group consultations
Week eight: Case examples presented by professor
Week nine: Scheduled individual and group consultations
Week ten: Student presentation of their thesis plans for classroom comment
Week eleven: Draft due
Week twelve: Scheduled individual consultations
Week thirteen: Student presentations for comment and critique
Week fourteen: Great debates in Latin American history
Week fifteen: Current and future relations with Latino and Anglos in America
Week sixteen: Scheduled individual consultations
Week seventeen: Thesis due

Dates, grades, and assignments:

Thesis proposal due on (September 18) 10%
Outline and Draft (October 23) 10%
Class discussion & short daily assignments 20%
Final Paper and Annotated Bibliography (November 27); followed by presentations to class over several days 60%

Presentations:
Presentation of your research results to classmates and to invited faculty members of the History department. Your presentation should be well-organized, and timed carefully to be 12 minutes, after which your audience may ask questions.

Initial Essay Guidelines (to be followed by classroom discussion and rubric instructions)

- Put Page numbers
- Add title page with your name and class data.
- 12 font, Times New Roman
- Chicago Manuel of Style is our guide
- You may have endnotes or footnotes.
- 20-25 pages

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Email is the best way to reach me, be sure to use the following email for a fast response: alebaron@kennesaw.edu

OFFICE HOURS: For senior seminar students office hours are expected and by appointment, however I have general office hours Monday and Wednesday 3:30 to 5:30.
Academic Honesty Statement:

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior that a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

(Section II-A of the KSU Student Code of Conduct, as modified for Fall semester 2011)

THE UNDERGRADUATE ADVISEMENT CENTER

The College of Humanities and Social Sciences is pleased to offer academic advising to students in the Undergraduate Advising Center (UAC). The UAC is located in Pilcher 129, on the first floor near the Foreign Language Resource Center. Their hours are Monday - Thursday 8 am - 6 pm, and Friday 8 am to 5 pm. Students are strongly encouraged to make appointments using the website, http://www.kennesaw.edu/hssadvising/appointments.php, or by calling the Center during office hours at 770-794-7728. For more information, visit the UAC website: http://www.kennesaw.edu/hssadvising/home.php.