HIST 2112/C35
Stepping Into Americas Past: What Would You Do?
America since 1890
Semester: Fall 2014
Location: English Building 253
Time: 12:30-1:45 pm

Instructor: Dr. Charles T. Wynn
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Phone: 770-423-6360
Office: Social Science 4089
Office Hours: Tuesday and Thursday 11:00-noon. Other hours are available upon request.

Course Description: An examination of the major themes of American history since 1890, the multicultural nature of contemporary U.S. civilization, and the nation’s role in the global arena.

Introduction: The primary focus of this course is to help students construct a meaningful and applicable understanding of the flow of key historical events in the U.S. and beyond from 1890 to the present, and how these events have affected and shaped conditions in which we live. This course is organized around the premise that learning in history survey courses should be active, meaningful, and challenging. Relevant historical problems and issues provide the context through which students construct meaning and apply knowledge and skills. Problem/issue-based activities allow students to make informed, reasoned decisions about important issues and events in U.S. history, while enhancing their skills of historical inquiry.

Learning Objectives: HIST 2112 satisfies one of Kennesaw State University’s general education program requirements. It addresses the US Perspectives learning outcome. The learning outcome states: Students identify the historical, political, social, or institutional developments of the United States. For more information about KSU’s General Education program requirements and associated learning outcomes, please visit http://catalog.kennesaw.edu/preview_program.php?catoid=10&poid=704

Student Outcomes: Students will:
1. construct a meaningful and applicable understanding of key historical events and issues in terms of cause and effect relationships and consequences (global and national);

2. recognize and integrate multiple perspectives and opinions regarding historical events and issues;

3. think critically and creatively in order to solve problems and make rational decisions;
4. articulate and communicate ideas clearly and creatively;

5. demonstrate their ability to write clearly and concisely.

**Required Reading and Materials:**


**Attendance Policy:**
- Attend each class session and be participatory;
- Two absences are allowed. After the second absence without a physician’s note or KSU activity excuse, 50 points (from a 1000 point total) will be deducted from your total grade for each additional absence.
- Attendance will be taken at the beginning of each class. Be on time! One unexcused absence will be assigned after the second tardy. Therefore, you could lose both of your allowed absences by being late to class 4 times; lose 50 points from your total grade by being late 8 times, and so forth. If you are tardy, it is your responsibility to see me after class so I may change the recorded absence to a tardy. If you fail to do so, the recorded absence may stand.
- Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.

**Electronic Devices Policy:**
- Cell phones must be turned off during class. Please notify me prior to class if you are expecting an important call that must be answered. (BUZZ!)
- No cell phone or laptop use is allowed during exams. If a cell phone or similar device is discovered on a student during an exam, the student may be prohibited from completing the exam, and will receive no (zero) points.
- Laptop use is allowed only if directly related to class activities. Active engagement is critical for success in this course. If I suspect that your laptop is limiting your level of engagement or distracting other students, I will ask you to put it away.
- Any student who is disrespectful or who distracts from, or disrupts, our ability to complete any in-class activity will be asked to leave the class session and will be counted absent. Such behavior can affect the entire class negatively and may affect the offending student’s grade. The student will also need to schedule an appointment with me before attending another class session.
Course Assessments/Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points (1000 total)</th>
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</thead>
<tbody>
<tr>
<td>D2L Quiz 1</td>
<td>50</td>
</tr>
<tr>
<td>Exam I</td>
<td>300</td>
</tr>
<tr>
<td>D2L Quiz 2</td>
<td>50</td>
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<tr>
<td>Exam II</td>
<td>300</td>
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<tr>
<td>Problem/Issue-Based Essays</td>
<td>200</td>
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<tr>
<td>-Two essays worth 100 points each (essay + participation)</td>
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<tr>
<td>Current Issue Presentation</td>
<td>100</td>
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</tbody>
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Students who miss either exam due to an unexcused absence may not make-up the exam. Dates for quizzes, both exams, and due dates for each essay may be found in the Course Schedule/Topical Outline section below in red. There will be a 10 point deduction per day for late essay assignments.

Grading:

**Grade Calculations**

Grading is based on a 1000 point total. Each student’s final grade is based on total points accumulated from Exam I, Exam II, two D2L quizzes, two essays, and the issue presentation.

**Grading Scale**

Students are evaluated on the following scale:

- A - (900 to 1000 points)
- B - (800 to 899 points)
- C - (700 to 799 points)
- D - (600 to 699 points)
- F - (599 points and below)

I—Indicates an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. Incomplete grades are only valid after submission of the Incomplete Grade form (signed by both the instructor and student) to the Department Chair’s office.

**Extra Credit**

Students who present at the Learning Communities Showcase and Celebration will receive ten extra credit points. The Showcase/Celebration will be Tuesday, November 19th from 2:00-4:30 pm in the Student Center University Rooms and Atrium. Additional information will be provided as the date approaches.
Academic Honesty:
The high quality of education at Kennesaw State University is reflected in the credits and degrees its students earn. The protection of high standards of academic integrity is crucial since the validity and equity of the University's grades and degrees depend upon it.

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 which 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).

Students suspected of violating the KSU statement of Academic Honesty will meet with the instructor to discuss the violation AND will be reported to the Department of Student Conduct according to the process outlined at the following link: https://web.kennesaw.edu/scai/content/scai-misconduct-procedures

Students who violate any provision of this code on any assignment will receive zero points on the assignment. Students with two violations will receive a final grade of F. Please see the sites below to assist you in avoiding plagiarism:

http://plagiarism.org/
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://www.library.arizona.edu/help/tutorials/plagiarism/index.html

ADA Compliance:
The Americans with Disabilities Act (ADA), Public Law 101-336, gives civil rights protections to individuals with disabilities. This statute guarantees equal opportunity for this protected group in the areas of public accommodations, employment, transportation, state and local government services and telecommunications.

Should you require assistance or have further questions about the ADA, please contact: Ms. Carol Pope, ADA Compliance Officer for Students 770-423-6443.

D2L:
Activities, assignments, and assessments will be heavily supported by D2L. All Power Points, additional readings, handouts, grading rubrics, etc. will be posted under the relevant heading on D2L as indicated in the Course Schedule/Topical Outline section below.

http://d2l.kennesaw.edu/
Course Schedule/Topical Outline (Dates are tentative):

**Aug. 19**  Introduction to Course  
Study Introduction and Completion of Consent Forms & Questionnaires

**Aug. 21, 26, 28, Sept. 2**  The U.S. as an Empire: Global Power Structure (1890-1905)  
*Reading: Text-Chapter 21  
-Brief Overview of Political Alignment in the 1890s  
-The Global Power Structure in the Early 1890s  
-America Looks Outward  
-War with Spain  
-Acquisition of Empire  
*Summary: Changes in the U.S. from 1890 to 1905  
**Activity 1: The Question of U.S. Expansion: Expansionists v. Anti-Expansionist** (Essay 1 due Sept. 10 on D2L at 8:30 am – Grading Rubric on D2L)

**Sept. 4**  Social and Political Dynamics in the Progressive Era  
*Reading: Text-Chapters 22 and 23  
-The Spirit of Progressivism  
-Reform in the Cities and States  
-Roosevelt Progressivism at Its Height  
-The Ordeal of William Howard Taft  
-Woodrow Wilson's New Freedom  
*Summary: The Fruits of Progressivism and Current Comparisons  
D2L quiz will be released on Sept. 4 at 4:00 pm, and must be completed by 11:00 pm, Sept. 7.

**Sept. 9, 11**  The Nation at War  
*Reading: Text-Chapter 24  
-Causes of the War  
-Stalemate and Carnage (overview of key battles)  
-A Rationale for U.S. Involvement  
-Over There (overview of key battles involving U.S. forces)  
-Over Here (domestic impact of the war)  
-Wilson’s 14 Points and the Treaty of Versailles  
*Summary: The Legacy of the Treaty of Versailles  
**Activity 2: Wilson and the Paris Peace Conference: Constructing the Treaty of Versailles**

**Sept. 23**  Exam I – (Study Guide on D2L)
Sept. 25, 30  Economic Expansion of the 1920s; Depression, Franklin D. Roosevelt and the New Deal
*Reading: Text-Chapters 25 and 26
-Understanding the Economic Expansion of the 1920s
-Republican Politics in the 20s
-Causes of the Depression
-The Election of 1932
-The New Deal
-Challenges to the New Deal
-Success of the New Deal?
*Summary: Legacy of the New Deal

Activity 3: Solving the Problems of the Depression: Constructing the New Deal

Oct. 11  Last Day to Withdraw Without Academic Penalty

Oct. 9, 14  America and the World (1921-1945)
16, 21  *Reading: Text-Chapter 27
-The League of Nations
-Isolationism
-The Road to War
-Turning Point Battles in Europe and the Pacific
-The Home Front
-Yalta
-Victory in Europe
-Victory in the Pacific
*Summary/Conclusion: Bipolarization - Global Power Realignment; Costs of the War and the “Greatest Generation”

Activity 4: Using the Atomic Bomb: Truman’s Decision
D2L quiz will be released on Oct. 21 at 4:00 pm, and must be completed by 11:00 pm, Oct. 24.

The Post War Era and Beyond - 1945 to Present
Oct. 23, 28, 30  The Cold War and Beyond
*Reading: Text-Chapter 28
-The Potsdam Summit
-The Cold War Begins
-Containment: Truman Doctrine, Marshall Plan and Beyond
-The Cold War Expands
-The Cold War at Home
-Kennedy: Bay of Pigs and the Cuban Missile Crisis
-Vietnam: Johnson and Nixon
- Afghanistan
- Reagan and the World
- The Wall Comes Down
- The Soviet Union Collapses
- New Challenges - Tracing the War on Terror

*Summary/Conclusion: Legacy of the Cold War on East and West

Nov. 4, 6, Civil Rights in the U.S.: Tracing Social, Economic, and Political Dynamics in the Last Half of the 20th Century

*Reading: Text-Chapter 29, 30, and 31

Overview
- 50s
  Eisenhower
The Postwar Boom and Segregation
Struggles over Civil Rights
- 60s
Struggles Continues
-JFK’s New Frontier
-The Introduction of Affirmative Action
-The Civil Rights Act of 1964
-The Voting Rights Act of 1965
-LBJ’s Great Society
-Years of Turmoil
-Richard Nixon and Affirmative Action
- 70s
Progress?
Stagflation: Its Causes and Impact
Challenges to Affirmative Action
- 80s
Reagan and America’s Shift to the Right
Supply-side Economics and Challenging the New Deal
Challenges to Affirmative Action Continue
- 90s
The Changing Faces of America
The New Democrats: Clinton
The Republican Revolution and Its Impact
Challenges to Affirmative Action Continue

Summary/Conclusion: Civil Rights and Related Issues from 1950 to 2000

Activity 5 - The Issue of Affirmative Action: The Atlanta Case (Essay 2 due on D2L Nov. 18 at 8:30 am – Grading Rubric on D2L)
Nov. 13, 18  Challenges of the New Century  
20  
*Reading: Text-Chapter 32  
  -Bush v Gore 2000  
  -9/11 and the U.S. Response  
  -Obama’s 2008 and 2012 Victories and Policy Initiatives  
  -The 2014 Election Results  
  
**Activity 6: Current Issue Presentations (Directions and Grading Rubric on D2L) (Sample Topics)**  
  *Patient Protection and Affordable Care Act (P.L. 111-148)  
  *Debt Reduction, Federal Spending, Entitlements, and Taxes  
  *Immigration Reform  
  *Energy Policy (Cap and Trade & Climate Change)  
  *A Balanced Budget Amendment  
  
Dec. 2  Completion of Post-Questionnaires  
  Introduction of Exam II Study Guide (Study Guide on D2L)  
  
Dec. 4  Last Day of Class – Exam II Review  
  
Exam II (Final): Tuesday, Dec. 9, 1:00-3:00 pm