**Course Description and Objectives:**
This course is a survey of American history since 1890. Though organized chronologically, it will not attempt to cover everything. Instead, each class will focus on topics and events in U.S. history from a global perspective and emphasize how the U.S. shaped and was shaped by the rest of the world. Lectures, readings, documentaries, and primary source analysis will allow us to analyze the impact of these events on the changing meaning of U.S. citizenship in relations to shifting notions of race, class and gender during the late nineteenth and twentieth centuries.

The goal of the course is to help you have the content knowledge to think both historically and critically about Americans’ place in the world. Tests are designed to test your understanding of the content and ability to make connections, while short, reflection writing assignments sharpen your critical thinking and communication skills.

**Readings:**
Two texts are required. Supplementary Readings will be posted on Georgia VIEW Vista.


**Assignments/Requirements:**
Each student may earn a total of 200 points during the semester. To protect your privacy, grades will be posted at Georgia VIEW Vista. Final course grades will be posted on Owl Express. To calculate your final grade, divide your total number of points in half. The distribution of points is as follows:

Tests (160 points): Students will take four in-class tests consisting of ten multiple-choice questions and ten identification questions. The questions will cover the readings and the lectures. Please bring a blank bluebook.

Tests may be made up during finals week. Because you will have additional time to prepare, the make-up exam will consist of identification questions and a short essay.

In-class Responses (20 points): Students will complete four in-class responses to sections in *Documents for America’s History*. You will need to bring the book to class on the days of in-class responses and provide your own paper.
Reflections (20 points): Students are to complete four short reflections that are worth five points each (approximately 200-250 words). The reflections will ask you to draw on an in-class documentary and a supplementary reading. Please double space using Times New Roman, 12-point font. Reflections are due at the start of class.

5 points = Excellent. Your reflection will:
• Have a strong thesis (main point) that is clearly supported by an organized reflection
• Provide three detailed examples to support your thesis
• Each example shows thorough comprehension and analyses of the ideas and arguments presented in the documentary and in the supplementary reading (incorporates two voices)
• Conclude by innovatively incorporating your opinion of the two sources’ persuasiveness
• Contextualize ideas and arguments to the overall historical period
• Have proper citations
• Be written clearly, with few errors in grammar, spelling, punctuation or usage

4 = Good. Your reflection will:
• Have a valid thesis that is supported by a mostly well organized reflection
• Provide two or three appropriate examples to support your thesis
• Each example show thorough comprehension and analyses of the ideas and arguments presented in the documentary and in the supplementary reading (incorporates two voices)
• Does or does not conclude by innovatively incorporating your opinion of the two sources’ persuasiveness
• Connect ideas and arguments to the overall historical period
• Have proper citations
• Be written clearly, with minor errors in grammar, spelling, punctuation or usage

3 = Satisfactory/Average. Your essay will:
• Have a thesis, perhaps flawed, or one that is incompletely supported because of a lack of organization to writing
• Provide examples to support your thesis
• Examples show basic comprehension of the ideas presented in the documentary and/or in the supplementary reading and incomplete because only partially analyze both sources’ voices
• Incompletely connect ideas and arguments to the overall historical period
• Improper use of citations
• Be written clearly, with some errors in grammar, spelling, punctuation or usage

2 = Below Average/Barely passing. Your essay will have one or more major problems:
• A weak thesis; or one that is incompletely supported by because of a lack of organization to writing
• Weak examples or neglect to include textual examples
• Examples show minimal comprehension of the ideas presented in the documentary and/or in the supplementary reading and incomplete because only partially analyze both sources’ voices
• Missing citation
• Show lack of coherence, or many errors in grammar, spelling, punctuation or usage
1 = Failing. Your essay will receive an “F” if it meets ANY of the criteria below:

- Does not meet the minimum requirements for a D
- Shows evidence of plagiarism
- Does not fulfill the requirements of the assignment
- Contains unacceptable number of compositional errors
- Written in stream of consciousness or incoherent argumentation (babbling)

**Academic Integrity:** Every KSU student is responsible for upholding the provisions of the Statement of Student Rights and Responsibilities, as published in the Undergraduate and Graduate Catalogs. Section II of the Statement of Student Rights and Responsibilities addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.

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.

**Other Resources Available:**

**Writing Center:** Students may seek assistance on written assignments including grammar and proper citation of sources at the Writing Center staffed by the English Department. For more information, visit [http://www.kennesaw.edu/english/WritingCenter/](http://www.kennesaw.edu/english/WritingCenter/)

**The ESL Study and Tutorial Center:** ESL (English as Second Language) students may seek assistance from professionally trained staff in the ESL Study and Tutorial Center. For more information, visit [http://www.kennesaw.edu/university_studies/esl/center.shtml](http://www.kennesaw.edu/university_studies/esl/center.shtml)

**Disabled Student Support Services:** Students needing special accommodations should contact DSSS. For more information, visit [http://www.kennesaw.edu/stu_dev/dsss/dsss.html](http://www.kennesaw.edu/stu_dev/dsss/dsss.html)
Horace W. Sturgis Library: [http://www.kennesaw.edu/library/](http://www.kennesaw.edu/library/)

**Technology:** Any students with IT questions should visit Student Technology Services: studenthelpdesk@kennesaw.edu or 770-499-3555. They are located at Burruss 475 (ITS Student Labs).

**Schedule:** This schedule is subject to revision. Please check your student email account regularly.

- **January 13**
  - Expansion and Depression, 468-521 & 535-550
  - *Class reads and discusses Frederick Jackson Turner, “The Significance of the Frontier in American History” and Alan Trachtenberg’s “Ch. 1 The Westward Route” in The Incorporation of America: Culture and Society in the Gilded Age*

- **January 20**
  - Imperialism at home and abroad, 564-579 & 608-635

- **January 27**
  - In-class response #1: Documents, Ch. 16 & Ch. 21
  - Watch **Crucible of Empire**

- **February 3**
  - Reflection #1 Due/Test #1

- **February 10**
  - Transatlantic progressive movements and liberalism, 562-565, 580-607

- **February 17**
  - In-class response #2: Documents, Ch. 19 and Ch. 20
  - Watch Episode 4 “Power and the People” in New York: A Documentary Film
  - Supplementary Reading: Daniel Rodgers’ “Worlds of Reform”

- **February 24**
  - Reading Day (no class)/GAH Conference (no office hours)

- **March 2**
  - Reflection #2 Due/Test #2

- **March 9**
  - Spring Break (no class)

- **March 12**
  - Last Day to Withdraw

  **Withdrawals:** Students who wish to withdraw from one or more courses must do so officially through Owl Express.

- **March 16**
  - The Thirty-Year Crisis, 640-760

- **March 23**
  - In-class response #3: Documents, Ch. 22, Ch. 23 and Ch. 24
  - Watch **Time of Fear**

- **March 30**
  - Reflection #3 Due/Test #3

- **April 6**
  - Decolonization & a Global Cold War, 766-837, 855-858

- **April 13**
  - The Long Civil Rights Movement & Neo-liberalism, 837-852, 860-945

- **April 20**
  - In-class response: Documents, Ch. 25 and Ch. 27
Watch *Let Freedom Sing! The Music of the Civil Rights Movement* and *Armandla!: A Revolution in Four-Party Harmony*


April 27 Reflection #4 Due

May 4 1:00 pm Test #4