HIST 2112  
American Since 1890  
History & Philosophy Department  
2012 Spring Semester v.1.0

CRN: 10177/10178 - 3 credit hours/3 lecture hrs.  
Course Section: HIST 2112/W01 and W02  
Instructor: Dr. S. Vaught  
Virtual Office Hours: 11:00a – 12:00p  T R (via appointment)  
Office Location: Social Sciences Bldg. Rm. #4085  
Meeting Time: Online  
Location: Online  
E-mail: Please use GAView Vista internal mail  
Phone: 678-797-2937  
Syllabus Version: 1.0

Course Description

Examines 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.

As a part of the General Education Program at Kennesaw State University, the aim of this course is to strengthen your understanding of the past and how it influences present U.S. society. We will look at the history of the United States and its role in world affairs from the turn of the twentieth century to the present. This survey will help the student develop an appreciation of the multicultural nature of American society, and give a better understanding of how the United States emerged as world power. There are no prerequisites for this course.

The course addresses four central questions over the semester:

1. How do themes in modern American history compare and contrast with global developments?
2. How have paradoxes in domestic and foreign developments shaped the United States and its role in the world?
3. What parallels with the past can we trace in contemporary issues today?
4. What lessons for globally-engaged citizenship can we learn from the study of history and popular misconceptions about the past?

Method and Philosophy of Teaching

I believe in a co-intentional education as defined by Paulo Freire, “Teachers and students (leadership and people), co-intent on reality, are both Subjects, not only in the task of unveiling that reality, and thereby coming to know it critically, but in the task of re-creating that knowledge. As they attain this knowledge of reality through common reflection and action, they discover themselves as its permanent re-creators.”¹

In order to create a learning environment conducive to this experience, I present several common assignments that must be completed as a base of common assessment and a variety of optional assignments to empower students to explore according to their own interests and ambition. In this class, the quizzes and final exam project are required. Other assignments are optional and should be completed according to ability, interest, and need.

I do not believe in nor do I offer extra credit. All assignments, optional or mandatory, will positively or negatively impact the final grade. In this regard, I emphasize the importance of each student charting out their own goals and completing each assignment to the best of their ability.

In order to address the three major course questions we will focus on the following historical problems: use of evidence, popular misconceptions, and parallels in the present. Each class period focuses on an aspect of American history using documentary evidence and how these documents have been interpreted in the past. We will examine the deep historical causes and effects of contemporary problems in American society and its relevance to the present. Students will often be broken up into smaller groups to further facilitate this process and to analyze the problems presented during class.

The course lectures integrate major issues from the assigned primary source documents, textbook readings, and module quizzes into stories about people, problems, and policies in the American past. These stories illustrate the complexity of American history in its regional, national and international context. The relevance of these stories will only make sense in the context of the readings and broader questions posed throughout the class so it is critical that students complete every reading assignment and frequently consult the syllabus. Through this course, it is my desire that you are able to think historically and appreciate history as a method of intellectual inquiry.

**Course Goals and Student Learning Objectives**

Upon successful completion of this course, it is my intention that students will develop proficiency in course content areas evidenced through my evaluation of the following goals:

1. Students will be able to **identify** selected people, developments, and themes of American history in regional, national, and international contexts. (Knowledge)
2. Students will be able to **demonstrate** "historical thinking" by questioning assumptions and debunking popular misconceptions about the past. (Skills)
3. Students will be able to **discuss** meanings of “engaged citizenship” in a multicultural society and the nation’s role in the global arena. (Skills)
4. Students will be able to analyze primary and secondary sources using methods of historical inquiry. (Skills)

5. Students will apply course content to contemporary problems and personal experiences. (Attitude)

6. Students will be able to identify some of the different ways of thinking historically, globally, and critically about engaged citizenship.

7. Students will be able identify some significant developments, people, and geographic regions in American history.

8. Students will be to able distinguish analytical thinking about primary and secondary sources from in American history from popular misconceptions.

9. Students will be to able identify the significance of selected people and ideas in the development of American society.

10. Students will be able to critically and creatively assess history through collaborative projects that connect course content to real-world experiences and contemporary media.

**Assessment**
Each of the above corresponding student learning objectives will be assessed through the following:

1. Pre-Test Entrance Exam
2. Periodically scheduled objective content quizzes
3. Periodically scheduled voluntary self-assessments
4. Final exam project and essay
5. Comprehensive objective content final exam

**Course Requirements, Textbooks, and Materials**
The majority of this course content is delivered on-line. For this course, it is necessary to have adequate computer skills and access to a reliable computer and high-speed internet connection.

Make sure when you enter GeorgiaView/Vista that you run the "Vista Browser Check," which you can begin by pressing the gray "Check Browser" button beside the login square.

Pay attention as the browser check runs. Make sure you address any problems, such as pop up blockers that are on. In addition, you may be asked whether or not you want to accept unsecure information or items. With GeorgiaView/Vista, check YES or say OKAY. If you refuse or decline, GVV won't open parts of the modules.
Software and Digital: Online access to GAView (http://vista.kennsaw.edu). Microsoft Office Suite including Microsoft Word, Microsoft Explorer, PowerPoint, Windows Movie Maker (or iMovie, or another comparable video editing software program) and Flash. You can download a free clone version of MS Office at http://www.openoffice.org

If you have Windows XP, make sure Windows Media Player is NOT set as the default wmv and mp4 player. There is a conflict with GAView/Vista, and the file won't run. RealPlayer (http://www.realplayer.com) and iTunes will work fine. You can learn to change your default settings from this quick video. You will also need Adobe's Flash Player and Adobe reader, both available free from http://www.adobe.com/

Depending on what final exam project you choose (see the section “Major Assignments” in the syllabus, you may choose to borrow a video camera and/or digital recorder from Kennesaw State University Audiovisual Services. You can also use any camera of your own as long as you are able to download and edit audiovisual content. You may actually be able to do this with your cell phone.

Other Skills
You will need basic computer skills. Can you find a web site if you are given a web address? Can you send and receive an email? Can you attach files and open attachments? If you can, then you will probably have few problems with the technology in this course. You will also need regular access to a computer and Internet service. You can use the labs on campus if you buy a set of headphones. Consider backup places that you will go if your preferred computer access point fails. For example, if you try to get on the internet and you find your home access won't work, where will you go? Then, if during the class you have trouble, you can go to your backup place. Can you go to the local library? To the local community college? To your Aunt's house? If you have no backup places, you probably don't need to take this course. In other words, if your internet fails, it may severely hinder your progress in this class. You will need an email account that you check every day, and your instructor needs that account address.

Required Textbook(s):

AND purchase ONE of the ancillary readings from the list of selected themes below. You only need to purchase or rent the corresponding video marked by the asterisk (*) if you choose the historical film project for your final examination. See the section “Major Assignments” in the syllabus for details.
Religion


Labor and Class


Race

Local History


Ideas

Application of History


**How the Course Works: An Overview**
HIST 2112 is an online survey course of the long twentieth century. The course is divided into 13 online modules that run on a weekly schedule. Access to course content will be available for two weeks in advance. Once the quiz deadline for one module has passed, the next module will be
opened. All the materials from past modules (except past quizzes) are available for access in the module folder and the PowerPoint and Recorded Lecture folders.

Twelve content quizzes will be administered online via GAView Vista over the semester. Content quizzes are objective, fact-oriented, periodic evaluations of course content that are administered online. Content quizzes require you to engage aspects of the course readings derived from the course questions. The readings can be found in the course textbook, *America Compared*, hyperlinks to websites in the syllabus, or primary sources in the module folders.

Your understanding of the content covered in these quizzes also provides the basis for our activities in class and for the final exam project so preparing for them is very important. Each content quiz is accessible for 48 hours from 12am on the day the quiz opens (usually on Monday) to 12am on the day the quiz closes (usually on Wednesday). There are 10 questions per quiz and a 30-minute time frame to complete the quiz once you begin. You may use your books and notes to complete the quiz but you should read the material and review the study questions beforehand.

After you complete the module quiz, you should view the PowerPoint, listen to the lecture for the unit, review the previous units, and then prepare for the next quiz. The quiz for the next module will contain some questions from the lecture and from previous modules. At the end of the semester, I will drop the two lowest scores out of the twelve content quizzes taken toward your final grade. Students who cannot take a content quiz due to unforeseen events, emergencies, computer malfunctions, etc. will use their allotted dropped quizzes to cover these situations. I suggest taking all of the content quizzes as a preventative measure for the unexpected.

Each week you will also progress towards the completion of a selected final exam project. Every person will select one of the ancillary readings from the course reading list to read over the semester. (An ancillary reading is a supplementary book that is designed to augment the course.) This book will be a major component of a semester-long final project that will evaluate your understanding of the course goals and objectives. I will assist you in developing your project over the semester through check-ins during the weekly quizzes and self-assessments that connect content from each module to your final exam project.

Preparation for this course should take you 3-4 hours per week, it is advisable to plan for possible breaks, interruptions, and technical difficulties. Be careful to set aside regular time for this class, waiting until the last possible moment to access the material will inevitably result in lower grades. If you foresee possible scheduling conflicts for a certain week, it is advisable that you work ahead on the next week's course material.
# Outline of Course Schedule

<table>
<thead>
<tr>
<th>Module/Date</th>
<th>Topic</th>
<th>Reading/Assignment</th>
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| Module 0    | Orientation: The Historians | Syllabus
- Why Study History?
- How to Read a History Assignment
- Pretest Entrance Examination (Opens: 12am 1/7 – Closes: 1/23 12am) |
| JAN 13      | LAST DAY OF DROP/ADD | |
| Unit I      | **Module 1** The Titans | America Compared Chapters
- 5. The Rise of Big Business in the United States, Great Britain, and Japan, Mansel G. Blackford
- Module 1 Quiz (Opens: 12am 1/23 – Closes: 1/25 12am) |
|             |       | |
|             | **Module 2** The Immigrants | America Compared Chapters
- 7. The Great Transatlantic Migrations, Walter Nugent
- 8. The City in the Land of the Dollar, Witold Rybczynski
- Module 2 Quiz (Opens: 12am 1/30 – Closes: 12am 2/1) |
|             |       | |
|             | **Module 3** The Imperialists | America Compared Chapters
- 10. America's Colonial Rule in the Philippines, Vince Boudreau
- Module 3 Quiz (Opens: 12am 2/6 – Closes: 2/8 12am) |
|             |       | |
| Unit II     | **Module 4** The Progressives | America Compared Chapters
- 11. Women and the Creation of the American Welfare State, Kathryn Kish Sklar
- 12. Woodrow Wilson and the Failure of Progressivism at Versailles, Alan Dawley
- Module 4 Quiz (Opens: 12am 2/13 – Closes: 12am 2/15) |
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<tr>
<th>Module 5</th>
<th><strong>The Rebels and Reactionaries</strong></th>
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|  | ▪ What paradoxes characterized the 1920s? | *America Compared Chapters*  
13. Americans, Europeans, and the Movies, Robert Sklar  
14. The Meanings of American Jazz in France, Jeffrey H. Jackson |
|  |  | **Module 5 Quiz**  
(Opens: 12am 2/20 – Closes: 12am 2/22) |

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<th>Module 6</th>
<th><strong>The Unfortunate</strong></th>
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|  | ▪ What paradoxes characterized the causes and effects of the Great Depression? | *America Compared Chapters*  
15. Into the Economic Abyss, Eric Hobsbawm  
16. Roosevelt and Hitler: New Deal and Nazi Reactions to the Depression, John A. Garraty |
|  |  | **Module 6 Quiz**  
(Opens: 12am 2/27 – Closes: 12am 2/29) |

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<tr>
<th>MAR 3-9</th>
<th><strong>SPRING BREAK 3/3 – 3/9 - NO QUIZ</strong></th>
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<td>MAR 12</td>
<td><strong>LAST DAY TO WITHDRAW WITH A W</strong></td>
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<th>Module 7</th>
<th><strong>The Patriots</strong></th>
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|  | ▪ What paradoxes characterized the United States’ domestic and wartime policies? | *America Compared Chapters*  
17. An Ocean Apart: The Anglo-American Relationship on the Eve of War, David Dimbleby and David Reynolds  
|  |  | **Module 7 Quiz**  
(Opens: 12am 3/12 – Closes: 12am 3/14) |

| Unit III |  |  |

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<th>Module 8</th>
<th><strong>The Ideologues</strong></th>
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|  | ▪ What paradoxes characterized the Era of Uncertainty? | *America Compared Chapters*  
19. The American and Soviet Cold War Empires, John Lewis Gaddis  
20. Imperial Responses to Revolution in Colonial America and Vietnam, T. Christopher Jespersen |
|  |  | **Module 8 Quiz**  
(Opens: 12am 3/19 – Closes: 12am 3/21) |

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<th>Module 9</th>
<th><strong>The Cold Warriors</strong></th>
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|  | ▪ What paradoxes characterized 1950s American life?  
▪ Nikita Krushchev, Two Telegrams (1962)  
▪ Fidel Castro, *Case of Cuba* (1960)  
▪ Mohammed Mossadeq, *US Intelligence* (1953)  
▪ Jacobo Arbenz Guzman, *CIA Assassination Proposals* (1954) |  |
|  |  | **Module 9 Quiz**  
(Opens: 12am 3/26 – Closes: 12am 3/28) |

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<th>MAR 3-9</th>
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<td>MAR 12</td>
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<td>Module 10</td>
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22. The New Feminism in America and Great Britain, Olive Banks |
|           |                   | Module 10 Quiz (Opens: 12am 4/2 – Closes: 12am 4/4) |
| Unit IV   | Module 11 The Conservatives | Commanding Heights, Ch. 2 and 12 Module 11 Quiz (Opens: 12am 4/9 – Closes: 12am 4/11) |
|           | • What paradoxes came to characterize the Reagan Revolution? | |
|           | • FDR *Abandons Gold* (1932) | |
|           | • Jimmy Carter, American Experience: *Soul Searching* (13:26) | |
|           | • *American Experience: Reagonomics* | |
|           | • *American Experience: Morning in America* | |
|           | • *Commanding Heights* Episode I | |
|           | • *Commanding Height Study Guide* | |
|           | Module 12 The Cosmopolitans | America Compared Chapters |
|           | • Why has America become more polarized during an era of globalization? | 23. Imperial Denial, Niall Ferguson  
|           | • Vivian Schmidt, “*New World Order, Inc.*” (1995) | Module 12 Quiz (Opens: 12am 4/16 – Closes: 12am 4/18) |
|           | • *The Corporation* (2000) | |
| Unit V    | Module 13 FINAL EXAM PROJECT | |
| PART I – WRITTEN AND ACTIVITY COMPONENT | Post Your project and essay on *www.turnitin.com* and GaViewVista  
Due on MON 4/30 before midnight |
| PART II – PEER EVALUATION AND SELF-ASSESSMENT | PeerMark comments on *www.turnitin.com*  
and Self-Assessment on GaViewVista  
Due on MON 5/7 before midnight |
| PART III - OBJECTIVE ASSESSMENT (1 HOUR WINDOW) | Module 13 Comprehensive Final Exam (Opens 12am 5/7 – Closes 12am 5/9) |
Required Course Materials

Software and Digital:

Online access to GAView (http://vista.kennsaw.edu).

A computer with high-speed, dependable Internet access.

Microsoft Office Suite including Microsoft Word, Microsoft Explorer, PowerPoint, and Flash. You can download a free clone version of MS Office at http://www.openoffice.org

If you have Windows XP, make sure Windows Media Player is NOT set as the default wmv and mp4 player. There is a conflict with GAView/Vista, and the file won’t run. RealPlayer (http://www.realplayer.com) and iTunes will work fine. You can learn to change your default settings from this quick video.

You will also need Adobe's Flash Player and Adobe reader, both available free from http://www.adobe.com/

Major Assignments

Quizzes 50%

Content Quizzes (10 Quizzes x 100 points each = 1000pts possible)

All quizzes and exams are designed to evaluate how well you understand the major questions of the course as listed in the syllabus.

Twelve content quizzes will be administered online via GAView Vista over the semester. Content quizzes are objective, fact-oriented, periodic evaluations of course content that are administered online. Content quizzes require you to engage aspects of the course readings derived from the course questions. The readings can be found in the course textbook, America Compared, hyperlinks to websites in the syllabus, or primary sources in the module folders. Your understanding of the content covered in these quizzes also provides the basis for our activities in class and for the final exam project so preparing for them is very important.
Your understanding of the content covered in these quizzes also provides the basis for our activities in class and for the final exam project so preparing for them is very important. Each content quiz is accessible for 48 hours from 12am on the day the quiz opens (usually on Monday) to 12am on the day the quiz closes (usually on Wednesday). There are 10 questions per quiz and a 30-minute time frame to complete the quiz once you begin. You may use your books and notes to complete the quiz but you should read the material and review the study questions beforehand.

I will drop the two lowest scores out of the twelve content quizzes taken toward your final grade. **Students who cannot take a content quiz due to unforeseen events, emergencies, computer malfunctions, etc. will use their allotted dropped quizzes to cover these situations.** I suggest taking all of the content quizzes as a preventative measure for the unexpected.

**Final Exam Project 50%**  
*(500 Points for Final Exam Project + 500 Points for Final Assessment = 1000 pts possible)*

**Overview of Final Exam Project**

Some of the most important skills that students of history need are:

1. the ability to challenge oversimplifications to embrace nuance and contradiction (paradox)
2. the ability to identify how the present influences and distorts our understanding of the past (popular misconceptions)
3. the ability to describe how stories from the past help us to better understand the present (parallels)

The purpose of the final exam project to apply skills of historical interpretation using one of the ancillary course readings and contemporary media. The final exam project has three components:

1. an **activity** component that gives you a chance to “do history” and see how a knowledge of history is relevant to the present
2. a **written** component that allows you to summarize your ideas and to analyze what you have learned about history
3. a **reflective** component that allows you to evaluate one of your peer’s projects and a self-assessment to summarize what you have learned
There are two options that you may select from for the final exam. If you decided to work alone, you must choose option one. If you decide to work as a group, you must choose option two. Be sure to make your selection based on your ability and interest. You should consult the rubrics for each of these assignments and read the instructions carefully before deciding. Once you have chosen an ancillary reading and a final exam project, you may not change your selection.

**Working as an Individual on Your Own**

**Final Exam Project Option 1:** Create a **10-minute narrative-driven documentary video short** based on a selected question from your ancillary reading. After you choose one of the provided questions on the book, you will read the book and write a 7-page essay (1500-2000 words) as a response to your selected question. Next, you will think creatively about how to incorporate **one** of the following activities into your documentary short: an interview (conducted by you) with someone about the book, a visit to a historical site related to your selected book, or participation in an event related to the book topic. Finally, you will use your essay as your voice-over for the documentary and add the video from the activity you chose and illustrations. (Click on the hyperlink for an example how to do this using **Windows Movie Maker** or **iMovie**. Click here for an example of a past project.)

**Working as a Group of 3-5 People**

**Final Exam Project Option 2:** Complete a **historical film project** related to your selected ancillary reading using Professor Edward Gallagher’s **Reel History Project** as a template. (Click on the hyperlink for an example and for more detailed information.) This project must be completed in a group of no more than five people and no fewer than three persons. Your group will decide how to best divide the work among its members. You will want to think carefully about how to divide the work on this project (and especially the scene log) so that one member is not left to do this alone. Other parts of the project can be easily divided among group members and simultaneously edited online using software like googledocs and dropbox. However you decide to divide the work, **every** member of the group must contribute a **scene analysis essay** and an **issue essay**. Both of these essays must incorporate the ancillary reading into your analysis. Be sure to choose a scene and issue that relates to issues covered in the book and the film.

**Guidelines on the Final Exam Project Process**

I encourage you to be as creative in the final exam project as you like but be sure to read the rubric carefully and consider the requirements before you begin the project. Also, be sure to review and reflect on the course readings, films and related videos, lectures, discussions,
primary sources, etc. that we have covered over the course of the semester. In addition to being based in your selected ancillary reading, your final exam project should include important people, events, concepts and ideas we have dealt with over the semester that provide greater clarity and historical context to your project. So as you are going through each module, please take careful notes for yourself with this in mind.

You will post your final exam project on the class discussion board and on turnitin.com. Everyone will be asked to complete a peer review of another classmate’s final project that will incorporate what you have learned over the course of the semester. You will also be asked to submit a self-assessment of what you learned from your own project. Be sure to complete these components of the final exam project thoughtfully and honestly.

Every component that you turn in (e.g., activity quizzes and final exam project) must include your full name, the name of the assignment, the date, the course number and section. If the assignment is a hard copy with multiple pages it must be stapled. If the assignment is a group assignment it must have the full name of all the group members and clearly identify contributions. Any submission that does not include all of the preceding information or is not in compliance with the required format will be docked up to 10% of the grade.

Steps to Complete the Final Exam Project Week-by-Week

**Module 0. Choose one of the books from the ancillary reading list.** Do a little background research on the book on the web to find out what book interests you most before deciding. Next sign-up for the book of your choice using the sign-up sheet on GaView Vista. If all the available slots for a book are already filled, you must choose another. Next purchase the book and skim through it very quickly. Pay close attention to the table of contents, the index, and the first and last pages of each chapter. Take some brief notes for yourself. This will give you some familiarity with the book that you need to decide what final exam project you would like to complete. As you choose the final exam project, make sure that you make your selection based not only on your interest but according to your temperament and skill set. (For example, don’t choose the group option if you don’t like working with other people.) Look at the question list for the documentary video project and the film selection for the historical film project (see the appendix in the syllabus). Review the final project rubrics in the syllabus; see the grading criteria for each final exam project. When you are comfortable with a choice, sign up online in GAView Vista for your selected book and project.

**Module 1. Read How to Read a History Assignment.** Develop a strategy on how you will read your book based on this article. If you are doing the documentary video, select one of the questions from the appendix to base your project one.
Module 2. As you begin reading the book more closely, reread the final project rubrics in the syllabus again to make sure that you understand the grading criteria and what is being asked of you. Reread the section of the syllabus describing the purpose of the final exam. After you can summarize the purpose of the final exam in your own words, proceed to reading your selected book. You should take detailed notes as you read the first chapter and begin to develop a three-point outline for each chapter of the book. Taking note of page numbers as you read will save you a lot of time. Also, as you come across course material that is related to your book, you will want to take good notes. You will find that some of the optional self-assessments on GaView Vista will help you with this.

Module 3. Continue reading your book. You want to focus on the big picture to get the major ideas and the overall structure of the book. Taking good notes on important passages will save you a lot of time as you go forward.

Module 4. Continue to read and flush out your notes as you develop a book outline. You should also begin to make a list of possible ideas and/or plans for the final project. For example, if you are planning to create a documentary short by visiting a historical site, what corresponding themes and places in the book are mentioned that spark your interest? Do you plan to collect video footage or do you want just use audio and pictures? If you are doing the Reel History Project, what contributions would you like to make to the group’s effort. At this phase, nothing is final but it is important to begin to sketch these ideas out.

Module 5. Continue reading your selected book and finish your three-point outline. You should now have a complete outline of the book that summarizes each chapter of the book in three sentences. You should also be able to easily answer all of the questions in How to Read a History Assignment. You should also have a longer list of ideas that would like to incorporate into your final exam project.

Module 6. You should begin to make plans to complete the activity component of your final exam project (e.g., visiting a historical site, interviewing someone knowledgeable about the topic, or setting aside time to watch the movie and do some scene logging). If you are doing the documentary short and you need to borrow video equipment from KSU, click here to fill out the request and reserve the equipment.

Module 7. If you haven’t done so already, you should use this week to complete the activity component that the final exam project requires. Depending on what assignment you chose, this may include a field trip, an interview, or watching a historical movie and logging scenes. Make sure that you refer to my description of the purpose of this assignment, course questions and goals, the rubric and/or assignment template, your ideas list, and your notes before starting. This will help you focus on aspects of the activity that are most important for this class. You will want to take notes for yourself as you complete the activity because it will make it easier to write the paper.
Module 8. Sometimes things happen that you did not plan for. You should use this week to reschedule for any unforeseeable events that may have prevented you from completing the activity component of the final exam project in the preceding weeks. If you have completed your activity component already, use this week to get a head start on the rough draft of the writing component of the final exam.

Module 9. Now’s a great time to work on a full-outline for the project and your paper. If you are doing the video documentary short, you will want to map out ideas from your notes and the footage that you recorded. This will assist you in developing your draft. If you are doing the historical film project, you may want to begin to incorporate notes from scene logging and internet research into an outline for you scene analysis and issue essays. By now, all group members should be making good progress towards completing their responsibilities in the project.

Module 10. Every final exam option requires every student to complete a written component. Use this week to develop your first draft of this component. Start by reviewing the description of the purpose of this assignment, the course questions and goals, and the rubric. Next review your ideas list, your book notes and outline, and your activity notes. Take some time to organize your ideas and sketch a brief outline of your paper. Fill out the outline with your ideas. Be sure to add citations to the paper as you write. Simple in-text citations are appropriate for this assignment. For example: (James, 83). Be sure to include a reference page that includes all the sources that you included and working hyperlinks for any web sources that you consulted. You should included every source that you consulted or read for this project whether you cited it or not. This includes links for web images and information for music.

Module 11. Use this week to work on editing your project and/or expanding your draft essay.

Module 12. Use this week to continue editing your project and proofreading.

Module 13.

a. Submit your final exam project. READ THE FOLLOWING CAREFULLY! Every person in the class MUST submit the final exam project in TWO places: turnitin.com and GaView Vista. You will receive your grade for the final exam project, feedback from another classmate, and my final comments on turnitin.com. All classmates will have access to your project and the ability to comment on GaView Vista. First, submit a copy of your final exam essay on www.turnitin.com. If you are in a group project, submit only YOUR scenic essay/issue essay contribution to the project on www.turnitin.com. Be sure to include your name and the project title. After you have posted your final exam essay on www.turnitin.com, go to GaView Vista and post a link to your video on youtube (individual option) or one copy of the in-depth scene analysis (group option) on the Final Exam Project Discussion Board. If you chose the historical film group project, have ONE person from the group post a single file for the
entire group on GaViewVista. DO NOT post multiple files of the same group project on GaView Vista.

Register for this course in your corresponding section on www.turnitin.com using the information below:

<table>
<thead>
<tr>
<th>Class Name</th>
<th>Class ID</th>
<th>Password</th>
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<tbody>
<tr>
<td>HIST 2112</td>
<td>4657950</td>
<td>history</td>
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b. **Complete the PeerMark (peer evaluation)** on www.turnitin.com. Be sure to answer the questions carefully and thoughtfully. You should also be sure to complete the **self-assessment on GaView Vista**.

c. **Take the final exam assessment** during the scheduled window. The final comprehensive exam connects content from the final exam projects, readings, and previous course content.
Each final exam project is graded according to the criteria listed below: 5 = excellent, 4 = good, 3 = satisfactory, 2 = needs improvement, 1 = needs much improvement.

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
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<tbody>
<tr>
<td>1. The documentary short demonstrates the individual understands the purpose of the assignment and the book’s relevance to the broader goals of this course.</td>
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<td>2. The documentary short and essay directly answers one of the focus questions and relates the book to course readings, films and related videos, lectures, discussions, primary sources, etc.</td>
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<td>3. The documentary short incorporates the book’s major claims.</td>
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<td>4. The essay incorporates and effectively uses evidence from the following:</td>
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<td>a. Specific page references from the selected ancillary reading</td>
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<td>b. References to relevant primary sources</td>
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<td>c. References to relevant secondary sources</td>
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<td>5. The essay and documentary short are formatted properly.</td>
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<td>a. Essay is minimum of 1500 words (7 pages)</td>
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<td>b. Essay includes bibliography of all sources consulted</td>
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<td>c. Video is narrative-driven not a music video</td>
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<td>d. Video includes title screen and end credits listing all participants, locations, and sources used</td>
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<td>6. The documentary short explicitly address one of the following:</td>
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<td>a. Parallels in the Present</td>
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<td>b. Paradoxes</td>
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<td>c. Popular Misconceptions</td>
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<td>7. The essay and documentary short are submitted properly for viewing by classmates and the instructor.</td>
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<td>a. Video is posted as youtube link on GaVista</td>
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<td>b. posted on GaVista and <a href="http://www.turnitin.com">www.turnitin.com</a></td>
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<td>8. The project evidences active learning about the role of historical thinking in engaged citizenship by using at least one:</td>
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<td>a. Interview with someone about the topic</td>
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<td>b. A visit to historical site related to the topic</td>
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<td>c. Participation at an event related to the topic</td>
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<td>9. The student properly submitted and completed reflective components evidencing careful consideration and contemplation in:</td>
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<tr>
<td>a. the PeerMark (peer evaluation of another final project)</td>
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<td>b. a self-assessments of learning</td>
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<td>10. Compared to the other final projects in this class, this project is ranked in the:</td>
<td>Top 10%</td>
<td>Top 25%</td>
<td>Top 50%</td>
<td>Bottom 25%</td>
<td>Bottom 10%</td>
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HISTORICAL FILM
GROUP FINAL PROJECT EXAMINATION RUBRIC

Each final exam project is graded according to the criteria listed below: 5 = excellent, 4 = good, 3 = satisfactory, 2 = needs improvement, 1 = needs much improvement.

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>5</th>
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<tr>
<td><strong>Group Criteria</strong></td>
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<tr>
<td>1. The project demonstrates an understanding of the purpose of the assignment and the book’s relevance to the broader goals of this course.</td>
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<td>2. The project effectively and directly addresses the central course questions and relates to course readings, films and related videos, lectures, discussions, primary sources, etc.</td>
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<td>3. The project effectively and specifically incorporates the book’s major claims into the analysis of the historical film.</td>
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<td>4. The project incorporates and effectively uses evidence from the following:</td>
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<td>a. References to pages in your selected ancillary reading</td>
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<td>b. References to primary sources and secondary sources</td>
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<td>5. The project is formatted properly.</td>
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<td>a. Follows the format of the template at Reel History</td>
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<td>b. Your scene essay (1000-1500 words) and issues essay (2500-4000 words) are the appropriate length and depth</td>
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<td>6. The project addresses:</td>
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<td>a. Parallels in the Present</td>
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<td>b. Paradoxes</td>
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<td>7. The project is designed and submitted properly for viewing by classmates and the instructor.</td>
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<td>a. Final group project should posted as a PDF file on GaVista listing all participants, contributions, and sources.</td>
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<td>b. Your scene essay and issues essay should be submitted in one document at <a href="http://www.turnitin.com">www.turnitin.com</a></td>
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<tr>
<td>8. The project evidences historical thinking in engaged citizenship by:</td>
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<td>a. Analyzing the historical accuracy of the film</td>
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<td>b. Explaining what the film says and what the film means</td>
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<td>c. Interpreting the significance of the film in its historical and contemporary context</td>
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<tr>
<td>9. The student properly submitted and completed reflective components evidencing careful consideration and contemplation in:</td>
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Attendance Policy
While attendance is not tabulated into the final grade for online courses, you should understand that missing modules and/or failure to schedule time to regularly complete the readings and assignments will negatively impact your grade. The information in this course is sequentially organized and will help you to complete later assignments and content quizzes often contain major points from the lectures. You are responsible for all information disseminated in the course.

If one of the required assignments is due on a day that you cannot attend due to some event (athletic engagement, ROTC, etc), you should make arrangements to submit your assignment before the due date.

There are no make-up quizzes whatsoever, whether the absence is excused or unexcused. If you miss the final exam due to illness or a family emergency, you must provide proper documentation before a make-up exam is scheduled.

I will not tolerate rudeness, harassment of any kind, threats towards other students and any other behavior that disrupts the class or violates the university standard of ethical behavior.

Grading Policies and Procedures
In accordance with the Kennesaw State University’s grading scale, please consider the following:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Percentage</th>
<th>Designation</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90</td>
<td>Superior</td>
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<tr>
<td>B</td>
<td>89-80</td>
<td>Good</td>
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<tr>
<td>C</td>
<td>79-70</td>
<td>Average</td>
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<tr>
<td>D</td>
<td>69-60</td>
<td>Passable</td>
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<tr>
<td>F</td>
<td>59 and below</td>
<td>Failure</td>
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</table>

Strive to complete each assignment to the best of your ability because there is no extra credit. Your participation in this course is based entirely upon the goals and expectations you set for yourself.

Reading is an important part of this course. Much of your grade in this class is dependent on how effectively and efficiently you read and engage course material. It is not possible for you to critically engage concepts in this class unless you complete and contemplate the reading assignments. You may find this particularly challenging but this is one of the most important attributes of this course. Learning to read efficiently and critically is an important part of your
academic experience.

Being honest with yourself includes setting goals that you can reach. If you desire to achieve a certain grade in this course, set goals and work toward that objective. You cannot learn the course material if you do not take time to read and study. Research tells us that the most of learning occurs outside of the classroom and that reading directly and positively affects grades. I strongly suggest consulting “How to Read a History Assignment” as a starting point on managing and understanding the reading.

All work must be submitted on time. Quizzes cannot be made up and make-up exams will not be offered without a proper documentation (e.g., doctor’s note). A copy of all your assignments should be kept for the duration of the semester and any concerns about your grade should be addressed as they develop. Office hours are kept specifically for this purpose.

Please practice courtesy in contacting me. As a rule of thumb, ask three of your classmates your question before asking me. I have created numerous methods of communicating with your classmates and me via GAView Vista. If your question requires more than a paragraph of a response, you should schedule a consultation during online office hours.

Grade Challenges
All grade challenges (including quiz errors) should be submitted in writing within 72 hours of the assignment being returned. Students seeking to challenge the grade must clearly explain the issue in question and provide evidence (i.e., specific examples from the assignment in question) that warrants the change. The steps for this process appear below:

1. Read through the assignment and make note of any comments in the paper.

2. Next read the rubric for the assignment in the syllabus (if applicable) and compare your assignment against the criteria marks you received in the rubric.

3. If there are segments or aspects of a question where you think you deserve higher marks, then provide evidence that supports your assertion for the points in question—-if from a course text, provide page numbers.

4. Explain how and why this evidence warrants a change in the grade. Again, you must give specific examples that support your assertion before you explain why you feel you deserve a higher mark.
5. Type your concerns in a formal email and submit it to me within 72 hours of having the assignment in question returned. I will review what you have written and schedule a meeting to discuss my final decision or return my response.

**Academic Integrity**

Section II A of the KSU student code of conduct states, “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).”

1. Deliberate Plagiarism
   a. Buying a paper
   b. Getting someone else to write a paper for you
   c. Deliberately not acknowledging sources so that the teacher will believe the writing is yours
   d. Thinking that a few words or lines taken from another sources really don’t matter; that they’re trivial & don’t need to be acknowledged

2. Accidental Plagiarism (Sometimes called Misuse of Sources) Is Still Plagiarism and Will Get You in Trouble.
   a. Forgetting to put quotations around direct quotes (often happens with careless Internet “cut & paste” work)
   b. Paraphrasing too close to the original writing. (Just changing a few words isn’t sufficient)
   c. Thinking that if you list all sources in a bibliography or works cited page you don’t need to also cite within the body of the paper
   d. Not knowing the rules of the citation style book you’re supposed to follow
3. Too many direct quotations linked by a few sentences written by you may not be plagiarism, assuming you use quotation marks and cite properly, but it’s a poorly written paper (you need to do your own work and show your own thoughts & ideas) and will probably cause you to earn a bad grade.²

**Students with Disabilities**

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as early as possible in the semester, preferably no later than the first week of the semester. If you have a specific physical, psychiatric, or learning disability and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the disAbled Student Support Services office, located in the Student Center room 267, and obtain a list of approved accommodations.

**Counseling Services and Academic Support**

The strains and workload of student life can sometimes feel overwhelming and it is easy to lose perspective when faced with academic, social, and personal demands. Counseling and Psychological Services is staffed by psychologists and licensed professional counselors who provide treatment for personal, interpersonal, and vocational issues. To make an appointment, come by the front desk in Kennesaw Hall room 2401, or call 770-423-6600.

² This entire section and tips on avoiding plagiarism can be found at: [http://www.kennesaw.edu/scai/cheating_plagiarism.shtml](http://www.kennesaw.edu/scai/cheating_plagiarism.shtml)
Appendix

Book Focus Questions
If you are doing the documentary short solo project, choose one of these questions from your selected book to address in your essay and video. Remember, you will answer this question in an essay and you will use that essay as the narration for your documentary video short. If you are doing the historical film analysis as your final exam project, you may use the question in bold as the basis for your issue essay question. Skim through the other questions from your selected book and substitute them as research prompts to familiarize yourself with the themes we are focusing on and to get ideas on how the book relates to your film.

Making Whiteness

1. How did the experience of segregation create the meaning of whiteness in the South?
2. Should Stone Mountain be perceived as a racist monument? (242)
3. Why do some textbooks appear to downplay slavery? (Ch. 2)
4. Why has Reconstruction been characterized as Hell?
5. What is the historical significance of race in marketing? (152)
6. What problems did black-owned businesses face in the South? (194)
7. Why did perceptions of violence in the South linger? (204)
8. Why have fear of interracial encounters in the South been so important to the region’s identity? (233)
9. Why is preservation of Confederate heritage so controversial? (242)
10. How do films like Gone with the Wind romanticize the Civil War as the “Lost Cause?” (75) Historical Film: Gone with The Wind (1939)

Against the President

1. How have presidents chosen to continue or end the policy of a predecessor? (56, 195)
2. Why have some presidents chosen to endorse a hard-line approach? (56)
3. Why have some presidents chosen to go against the advice of his cabinet?
4. What is the impact of adviser(s) on presidential leadership?
5. What has caused dissention within presidential cabinet on the issue of war? (108)
6. What is the relationship between politics and business/military industrial complex? (141)
7. How have political ambitions and personal difference influenced the reception of advice? (190)
8. transition in foreign policy from on presidential administration to another (195)
9. How have presidents decided to lie to the public to achieve unpopular foreign policy goals? (198)
10. How controversial methods influenced the presidential role in foreign policy? (212)
11. Can a president’s or an advisor’s understanding of history have an impact on foreign policy choices? (210) Historical Film: Fog of War (2004)

The Metaphysical Club
1. In modern America, where does the individual begin and the state end? (65)
2. What are the boundaries of individual liberty in a modern society? How much individual liberty is enough/too much?
3. How did the debate between polygenesis and monogenesis shape modern America? (113)
4. How was it possible to believe in Darwin and God at the same time in nineteenth century Cambridge? (127)
5. How did the views on race vs. circumstance come to influence American life? (136)
6. What is the historical significance of the law of errors in American society? (ch.8)
7. How did Darwinism come to be seen as justification for laissez-faire? (194)
8. How did ideas come to characterize the way that people of different cultures relate to each other and organize their societies?

That Old-Time Religion in America
1. What are the greatest historical tensions between Protestantism and mainstream America?
2. Why have some argued that evangelicalism is the most American version of Christianity?
3. Why were evangelicals and mainline Protestants indistinguishable in the early 20th century?
4. How did evangelicals become distinct during the 1920s?
5. How did evangelicals become more visible during the 1960s to the present?
6. How and why did evangelicals develop a distinct subculture of their own during the 1940s? (Ch.2)
7. What was so ironic about Billy Graham’s successful crusades from 1949 onward? (Ch.2-3)
8. How did evangelicalism become a source of morality in politics during the 1950s? (Ch.3)
9. What is paradoxical about the historical relationship between evangelicals and the Social Gospel? (Ch. 3)
10. How did evangelicals apply dispensationalism to world affairs? (Ch. 3)
11. How and why did evangelicals merge into the religious right? (Ch.5)
12. What paradoxes characterize evangelicals in popular culture? (ch. 6)
13. What role did religious broadcasting play in evangelical subculture? (ch.2) Historical Film: The Eyes of Tammy Faye(2000)
When Affirmative Action Was White
1. What New Deal Policy was the most discriminatory in providing preferential treatment for whites over blacks?
2. Why are some preferential policies not discussed as types of affirmative action while ones that take race into consideration are?
3. Why did the disparity between black and white Americans widen after World War II?
4. How did social security provide affirmative action for one race over another? (ch.2)
5. How did the National Labor Relations Act provide preferential racial treatment? (Ch.3)
6. Why did Southern members of Congress abandon their support for New Deal labor policies that had been adjusted to suit their preferences? (Ch.3)
7. How and why were blacks discriminated against by the military during World War II?
8. What preferential treatment did the GI Bill provide for one race at the expense of another?
9. Why did Lyndon Johnson come to reverse his views on civil rights?
10. Specifically, how should knowledge of the policies and strategies discussed in this book be used in crafting public policies today?

Killing for Coal
1. How did Ludlow become the epicenter of class war in 1914?
2. What is story of “Ludlow-as-battle?”
3. What is the story of “Ludlow-as-massacre?”
4. What physical, chemical, biological, and cultural processes made coal mines so dangerous?
5. How did mineworkers and mining companies seek to use underground dynamics to their advantage while simultaneously trying to contain those that threatened their lives and livelihood?
6. How did different groups that depended on coal for wages, profit, and energy reconcile their understanding and interests of what happened underground?
7. How did companies exploit differences in race, nationality, ethnicity, creed, and skill of migrant laborers?
8. How are the developments in mining in Colorado part of an international story of migration and global transformation?
9. What were the long terms causes, consequences, and paradoxes of the Ludlow Massacre?
10. What paradoxes did the New Industrialism present for workers, industrialists, and consumers? Historical Film: Matewan