HIST 2112
America since 1890

W/F, 8:00-9:15, Social Sciences Building (SO) 2021;
W/F, 9:30-10:45 Social Sciences Building (SO) 3007;

Spring 2014
Kennesaw State University

Instructor: Dr. Ivy Holliman Way
Email: iway@kennesaw.edu
Phone: 678-797-2069
Office: SO 4115
Office Hours: M/W 2-3pm, or by appointment

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.

Required Reading and Materials:
1) James Roark et al, Understanding the American Promise, Vol 2 (Bedford St. Martins, 2011)

2) This course requires students to purchase scantron sheets and bluebooks for each exam. These are available in the KSU bookstore.

Computer Competencies Required:
This course requires basic knowledge of computers, email, and online access.

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

Attendance Policy:
Campus policies: The classroom experience is a vital component of the college learning experience. Interaction with instructors and with other students is a necessary component of the learning process. Students are expected to attend class meetings regularly and promptly, and are expected to keep all academic appointments. Students who are absent from classes bear the responsibility of notifying their instructors and keeping up with class assignments in conjunction with instructor provisions in the course syllabus. An individual instructor bears the decision as to whether a student’s absence is excused or unexcused and whether students will be permitted to make up work; the decision of the instructor in this case is final. Students who are absent because of
participation in college-approved activities (such as field trips and extracurricular events) will be permitted to make up the work missed during their college-approved absences. Students whose schedules prevent them from voting will be permitted an absence of a reasonable interval in order to vote.

**My attendance policies:**

1. Attend class regularly. Be on time. Stay for the whole class period.
2. Each student will be permitted 5 free absences.
   You may, but I do not require that you contact me if you are going to miss class. (Exception: you must contact me if you are absent on an exam day). I do not differentiate between excused and unexcused absences and thus do not need doctor’s notes, etc—everyone has the same 5 free absences. I urge you not to miss class—save these absences for when you or someone in your family is ill, for when you have car trouble, etc. EACH absence over the allotted five will cause you to lose FIVE points from your FINAL SEMESTER AVERAGE (barring extreme catastrophic circumstances—I will grant the occasional extra absence at my discretion).
3. A sign-in sheet will be circulated around the room at the beginning of each class meeting. If you arrive to class more than 10 minutes after class has started, please enter the classroom through the back door, and sign the tardy sheet as you walk in. Three tardies count as one absence. Students arriving more than 30 minutes late do not receive credit for attending. If you have a pressing circumstance that will cause you leave class early, please contact me in advance (email is best). In such cases, please sit at the back of the classroom, nearest the door, so as not to disturb others.

**Electronic Devices Policy:**

Laptops/tablets/iPads: These can be very useful tools, but when used for applications other than note-taking, laptops can also distract from the learning process. For this reason, I do not permit the use of laptops in class, with a very few exceptions. If you are a student with a documented learning disability and need to use a laptop, please make an appointment to see me first. Students using a laptop in class without prior permission will be asked to leave class.

Cell phones: Please be considerate of your professor and your classmates. Give this class your undivided attention. Turn your cell phones off or else to silent, and put them away for the entire class. Please alert your family, workplace, and friends that you will not be available for the 75 minutes of class time. If extenuating circumstances require that you leave your phone out, please notify me before class. Students using a cell phone in class will be counted as absent, and may be asked to leave class.

**Course Requirements/Assessments:**

**Student Engagement (Class Discussion/Short writing exercises)**

While much of each class meeting will be devoted to lecture, we will occasionally open up for class discussion. Class discussion is your opportunity to exchange ideas with each other and to determine what you think about particular issues in modern American history. Talking about what you are reading has also been proven to be the most effective way to learn and remember material. You will
not be graded on class discussion, but I keep a daily record of students who participate in class. In borderline grade cases, I reward students who have regularly contributed to class discussion in favor of the higher letter grade.

We will occasionally open or close class with a brief written exercise to be completed individually or in small groups. These writing exercises vary, but include everything from one-minute summaries and single paragraph responses to the previous night’s reading, to tweets, history haikus, memorandums and briefs. These are a good way to review the main points of the lecture or unit we’ve just covered. I will take four writing exercises up for a grade (dates on syllabus) and they will be informally graded on a check plus (A/92), check (B/85), check minus (C/75) scale. These brief written exercises make up the student engagement portion of your final semester average. **I do not allow make-ups on these short, in-class writing exercises, but I will drop your lowest writing exercise grade.**

**Quizzes**

You can expect 12 quizzes over the course of the term. Quizzes are announced in the course schedule. Quizzes may be comprised of multiple-choice, matching, fill-in-the-blank, or identification questions, and they are designed to encourage you to keep up with the reading. The quizzes will cover the material addressed in any particular week’s reading. Quizzes will be accessible online only, via D2L. These quizzes will be available online for 24 hours following the class date listed in the course schedule. For example, for a quiz listed in the syllabus under Wednesday, 8/28, the quiz will be available beginning Thursday, 8/29 from 7 am until Friday, 8/30 at 7 am. We will go over in class how to access online quizzes. **I do not allow make-ups or re-takes on quizzes, but I drop the lowest two quiz grades from your quiz average.**

**Exams**

There will be three exams during the course of the semester: two exams and a final. These tests will consist of multiple-choice questions and short answer identification questions. The exams will be based on the readings as well as the lectures. We will preview the various types of exam questions, and we will discuss various exam study strategies in the week preceding the first exam. In general, to prepare for each exam, review key terms and class notes.

**Make-up Policy/ Course Withdrawal**

As a general rule, severe documented illnesses and/or family emergencies are the only acceptable excuses for making up a missed exam. Such make-up exams and assignments will be permitted only at the instructor’s discretion, in accordance with the KSU guidelines. If you are involved with an approved college activity (such as a scheduled sports game), you may be required on occasion to be absent from class on a scheduled exam or writing day. In this case, it is your responsibility to notify the instructor well in advance and make arrangements to get any class notes that you may miss.

Please note: should the instructor deem you eligible for a make-up exam, there will be ONE and ONLY ONE make-up exam date & time: Friday, April 25, in the Social Sciences Building, room number and time TBA. Students will be required to show ID at make-up exam.

**Course Content**
In your Desire2Learn (D2L) account, you will find folders for each week of class. Each folder will usually contain a list of key terms, abbreviated lecture slides from the lecture, and scanned PDF files of any supplemental readings, if any.

**Key Terms:** The key terms are important people, places, events, and concepts for each week’s assigned textbook readings. You will find a key terms list for each week posted to D2L. Print out the key terms sheet, use it as a bookmark while reading. When you stumble upon a key term in the reading, pause. Write down—either on a notecard, on notebook paper, or in a word document—what essential information you can find for the term. Important: write information down in your own words! These key terms are not an assignment that you will turn in, but if you correctly, thoroughly identify each of these, then you are helping to prepare yourself for each quiz and exam.

Sometimes it is helpful to think about trying to answer the 5W questions for each key term. In other words, if the key term listed is a person, WHO is the person? WHAT is the person known for (at least in the context of the assigned reading?) WHEN were they active? Do you have a specific year? Decade? or particular era? WHERE (if applicable) was this person working? (Sometimes this question does not apply). Finally, and this is the most important part to identifying the key terms, WHY is this historical person important or significant? Can you link this individual to related concepts? Can you provide examples?

**Lecture Presentations:** These are the power point slides from my lectures. Feel free to print these out before class and take notes alongside the slides. Warning: there will be lots of details covered in class that are not on the slides, so make sure you borrow class notes if you have been absent.

**Methods of Evaluation:**

**Students’ grades will be determined by the following components:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Engagement</strong> (Short writing exercises)</td>
<td>10% of final grade</td>
</tr>
<tr>
<td><strong>Quizzes</strong></td>
<td>15% of final grade</td>
</tr>
<tr>
<td><strong>Exam #1</strong></td>
<td>25% of final grade</td>
</tr>
<tr>
<td><strong>Exam #2</strong></td>
<td>25% of final grade</td>
</tr>
<tr>
<td><strong>Final Exam</strong></td>
<td>25% of final grade</td>
</tr>
</tbody>
</table>

**Grading Scale**

Students are evaluated on the following scale:

- A – 90-100 (Excellent)
- B – 80-89 (Good)
- C – 70-79 (Average)
- D – 60-69 (Poor)
- F – below 60 (Failure)
- 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.

For more detailed instruction on how to calculate your quiz average, or determine your current average in the class, please see the instructor for handout on “How to Calculate Grade.”

**Important Dates:**

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>8</td>
<td>Wednesday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>January</td>
<td>14</td>
<td>Tuesday</td>
<td>Drop/Add Ends</td>
</tr>
<tr>
<td>January</td>
<td>20</td>
<td>Monday</td>
<td>Martin Luther King Holiday (no class)</td>
</tr>
<tr>
<td>March</td>
<td>3</td>
<td>Monday</td>
<td>Last day to W without academic penalty</td>
</tr>
<tr>
<td>March/April</td>
<td>31 - 4</td>
<td>Monday-Friday</td>
<td>Spring Break (no classes)</td>
</tr>
<tr>
<td>April</td>
<td>30</td>
<td>Wednesday</td>
<td>Last Day of Class</td>
</tr>
<tr>
<td>May</td>
<td>1 - 7</td>
<td>Thursday-Wednesday</td>
<td>Final Examinations</td>
</tr>
</tbody>
</table>

**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 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).

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](https://web.kennesaw.edu/scai/content/scai-misconduct-procedures)

**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. Natassia Sanabria, ADA Compliance Officer for Students 770-423-6443.

Individuals with disabilities should also inform me during the first week of class.

**Technology Covenant:**

**Course Materials and Grading**

Technology will be used to deliver content, provide resources, assess learning, and facilitate interaction, both within this classroom and in the larger learning community.

You can expect to access the course materials and grades via Desire2Learn. Students should check Desire2Learn regularly, as course changes will always be announced and recorded on the course Desire2Learn site.

**Communication**

My regular office hours will be Mondays and Wednesdays from 2-3 pm. If this time conflicts with your work or class schedule, I can also be available by appointment.

If you need to contact me by email, please use iway@kennesaw.edu rather than the D2L account. Expect me to respond by within 24 hours to your message if I am unable to respond immediately. Please make sure you give your name and class time when you contact me. You may also reach me by phone to make an appointment. Communications (email or phone) received after 5pm usually will be returned by the next day. On the weekend or when I am away from campus (i.e., at a conference), my response is irregular.

When corresponding by email, I will communicate with you using only your KSU email. You should check your KSU email every day. Emails from other domains (yahoo.com, gmail.com, hotmail.com, etc.) will not receive replies due to the Family Educational Rights and Privacy Act (FERPA).

**Expectations of Students:**

All students at KSU need to have access to a computer. If you do not have one, computer labs are available on campus. I expect students to access course or individual communications within 1-2 days excluding weekends.

**Course Changes:**

The syllabus provides a general plan for this course. Changes to the syllabus may be required, including changes to assignments, readings and due dates in order to best accommodate the needs of the class as a whole and fulfill the goals of the course. The professor reserves the right to make those changes, and your continued enrollment in the class indicates acceptance of this. Students will be informed of all changes in a timely manner.
Technology Changes:
This covenant provides a general guideline for the course. I reserve the right to make periodic and/or necessary changes to the covenant, including: technology use and communication channels, in order to accommodate the needs of the class as a whole and fulfill the goals of the course.

Course Schedule:

Unless otherwise specified, readings are due on the day of the week they are listed on the course schedule.

<table>
<thead>
<tr>
<th>WEEK 1:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, 1/8</td>
<td>Introduction</td>
<td>Lecture: The Unfinished Revolution: Reconstruction, Part I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Buy textbook.</td>
</tr>
<tr>
<td>Friday, 1/10</td>
<td>Lecture: The Unfinished Revolution: Reconstruction, Part II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading: Roark, Ch 16, pgs. 426-453; Ch 18, pgs. 492-495</td>
<td>Take: Reconstruction Quiz</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 2:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, 1/15</td>
<td>Lecture: Industrial Capitalism</td>
<td>Reading: Roark, Ch 18, 480-490;</td>
</tr>
<tr>
<td></td>
<td>View: Andrew Carnegie, Prince of Steel</td>
<td><a href="http://www.imdb.com/video/hulu/vi2995099673/">http://www.imdb.com/video/hulu/vi2995099673/</a></td>
</tr>
<tr>
<td></td>
<td>Take: Andrew Carnegie/Industrial Capitalism Quiz</td>
<td></td>
</tr>
<tr>
<td>Friday, 1/17</td>
<td>Lecture: Immigration &amp; Urbanization</td>
<td>Reading: Roark, Ch 19, pgs. 508-533</td>
</tr>
<tr>
<td></td>
<td>D2L immigration reading: excerpt from Jacob Riis, How the Other Half Lives, and excerpts from three immigrant interviews</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 3:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, 1/22</td>
<td>Lecture: Eight Hours for What We Will: Labor Movements</td>
<td>Reading: Roark, Ch 19, pgs. 508-533</td>
</tr>
</tbody>
</table>

| Friday, 1/24  | Lecture: The Populist Moment & Labor Unrest | Reading: Roark, Ch 20, pgs. 536-553  |
| D2L populism reading: Populist Party Platform, Cross of Gold Speech | Take: Populists Quiz |

<table>
<thead>
<tr>
<th>WEEK 4:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, 1/29</td>
<td>Lecture: The Search for Order—The Progressive Movement in America</td>
<td>Reading: Roark, Ch 21, pgs 566-574</td>
</tr>
</tbody>
</table>

| Friday, 1/31  | Lecture: Progressivism in the White House | Reading: Roark, Ch 21, pgs 575-595  |
WEEK 5:
Wednesday, 2/5
EXAM #1

Friday, 2/7
Lecture: America’s Imperial Moment & World War I
Reading: Roark, Ch 20, pgs. 554-562; Ch 22, pgs. 596-612;
Read: Senator LaFollette opposes war: http://historymatters.gmu.edu/d/5017
D2L World War I reading: posters

WEEK 6:
Wednesday, 2/12
Lecture: An Uneasy Peace, & the Red Scare
Reading: Roark, Ch 22, pgs. 613-625
D2L post-WWI reading: Henry Cabot Lodge, Speech before the Senate
Take: WWI & Peace Quiz

Friday, 2/14
Lecture: The 1920s—Struggling with Modernity
Reading: Roark, Ch 23, pgs. 626-645
D2L reading: 1920s advertising
Take: 1920s Quiz

WEEK 7:
Wednesday, 2/19
Lecture: The Crash & Great Depression
Reading: Roark, Ch 23, pgs. 646-657
Read/listen: President Hoover speech, 1932
http://historymatters.gmu.edu/d/5062
D2L Great Depression reading: Americans write to their Leaders; excerpt from Tom Kromer’s Waiting for Nothing; excerpt from Meridel Le Sueur’s Women on the Breadlines

Friday, 2/21
Lecture: A New Deal for America
Reading: Roark, Ch 24, pgs. 658-687
Read/listen: FDR’s First Inaugural Address, http://historymatters.gmu.edu/d/5057
Huey Long’s Share Our Wealth, http://historymatters.gmu.edu/d/5109

WEEK 8:
Wednesday, 2/26
Lecture: New Deal: Its Successes and Limits
Reading: Roark, Ch 24, pgs. 658-687
Take: Great Depression/New Deal Quiz

Friday, 2/28
Lecture: The World at War Again
Reading: Roark, Ch 25, pgs. 689-706
Take: WWII Quiz

WEEK 9:
Wednesday, 3/5
Lecture: World War II at Home
Reading: Roark, Ch 25, pgs. 707-719
D2L WWII reading: excerpt from Studs Terkel’s The Good War; the Hirabayashi decision; and a memoir of an internment camp
Friday, 3/7  EXAM #2

WEEK 10:
Wednesday, 3/12  Lecture: The Cold War & Second Red Scare  
*Reading:* Roark, Ch 26, pgs. 720-745  
D2L Cold War reading: Truman Doctrine; McCarthy’s Speech in Wheeling  
*View:* Murrow vs. McCarthy clip from CBC’s “Dawn of the Eye”

Friday, 3/14  Lecture: Postwar Affluence and Suburbanization  
*Reading:* Roark, Ch 27, pgs. 746-766  
Take: 1950s Quiz

WEEK 11:
Wednesday, 3/19  Lecture: Origins of the Civil Rights Movement  
*Reading:* Roark, Ch 27, pgs. 767-773  
D2L reading: Brown Decision; Southern Manifesto; Rosa Parks remembers

Friday, 3/21  Lecture: JFK & LBJ, and the Liberal Consensus  
*Reading:* Roark, Ch 28, pgs. 774-783  
Take: JFK-LBJ Quiz

WEEK 12:
Wednesday, 3/26  The Civil Rights Movement: From the Freedom Rides to Watts  
*Reading:* Roark, Ch 28, pgs. 783-787  
D2L reading: The Senate Debate on the Civil Rights Act  
*View in-class:* excerpts from *Eyes on the Prize* documentary series

Friday, 3/28  Lecture: The Vietnam War  
*Reading:* Roark, Ch 29, pgs. 802-816; 819-825  
Take: Vietnam Quiz

WEEK 13:
Monday, 3/31 – Friday, 4/4  SPRING BREAK - - - NO CLASS

WEEK 14:
Wednesday, 4/9  Lecture: Protest Movements & the Counterculture  
*Reading:* Roark, Ch 28, pgs. 788-792

Friday, 4/11  Lecture: A New Wave of Feminism, and a Counter-Revolution  
*Reading:* Roark, Ch 28, pgs. 793-5  
D2L feminism reading: Betty Friedan, “The Problem that Has No Name;” Gloria Steinem, “A Bunny’s Tale;” NOW’s Statement of Purpose; Phyllis Schlafly, “What’s Wrong with ‘Equal Rights’ for Women?”
**WEEK 15:**
Wednesday, 4/16    Lecture: Nixon!
   *Reading:* Roark, Ch 28, 796-8; Ch 29, pgs. 817-827; Ch 30, pgs. 828-835

Friday, 4/18    Lecture: The Search for Order in an Era of Limits: America, 1973-1980
   *Reading:* Roark, Ch 30, pgs. 835-842
   D2L reading: Carter, “A National Crisis of Confidence”
   View: clip from *All in the Family* sitcom
   Take: 1970s Quiz

**WEEK 16:**
   *Reading:* Roark, Ch 30, pgs. 843-849
   D2L reading: Barry Goldwater, “The Perils of Power” excerpt; Reagan, 1980 RNC Acceptance Speech; Donald Regan, For the Record

Monday, 4/28    Lecture: The Reagan Revolution, Part II
   D2L reading: Reagan, Evil Empire speech; Speech at Brandenburg Gate; Reagan in political cartoons
   Take: Reagan Quiz

**WEEK 17:**
Wednesday, 4/30    End of the Cold War & A Global Society
   *Reading:* Roark, Ch 31, pgs. 857-863

**FINAL EXAMS:**
WF 8:00 class exam: Wednesday, 5/7, 8-10am
WF 9:30 class exam: Monday, 5/5, 10:30-12:30