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;

Required Reading and Materials:
Attendance Policy/Course Policies:

- Attend each class session and be participatory.
- One unexcused absence is allowed. After a student’s first absence, 50 points (from a 1000 point total grading scale) will be deducted from the student’s total grade for each subsequent absence.
- Twice being tardy for class will equal 1 absence.
- 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.
- It is the student’s responsibility to promptly contact me regarding the reason for any absence or tardy.
- A student with more than 5 absences will fail HIST 2112.
- A student must be in class for a minimum of 120 minutes to be counted as present for the class.
- Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.
- 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.
- 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.
- All exams and quizzes must be completed and submitted in order to pass this course.
- 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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points (1000 total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>400</td>
</tr>
<tr>
<td>Exam II</td>
<td>400</td>
</tr>
<tr>
<td>Quiz I</td>
<td>50</td>
</tr>
<tr>
<td>Quiz II</td>
<td>50</td>
</tr>
<tr>
<td>Class Participation</td>
<td>100</td>
</tr>
</tbody>
</table>

Students who miss either exam due to an unexcused absence may not make-up the exam. Dates for both exams and due dates for each quiz may be found in the Course Schedule/Topical Outline section below in red. There will be a 10 point deduction per day for late assignments.
(Course Assessments continued)

**Class Participation**
As stated in the Attendance/Course Policies section of the syllabus on page 2, attendance and class participation is expected. Your class participation total grade is calculated as the average of your class participation grade in each of the 18 classes during the summer session (out of a possible 100 pts.). You are allowed one absence. However, you will receive no points for each day you are absent. A score of 85 will be recorded for each student present for each regular class (this includes 9 class sessions). A score of 100 will be recorded for each student present who actively participates during the problem/issue-based activities/discussions (this includes 9 class sessions). Each student's point total will be divided by 18 to get his/her class participation average. Students with perfect attendance will receive a class participation grade of 100 points.

**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, the two quizzes, and class participation average.

**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.

**Academic Honesty/University Policy on Academic Misconduct:**
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 violating this code may fail HIST 2112.

Examples of Plagiarism Avoidance websites:
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. Nastassia Sanabria, ADA Compliance Officer for Students 470-578-6443.

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:

May 27, 29 -An Overview of American Political Dynamics in the 1890s
*Reading: Text-Chapter 20
-Political Realignments in the 1890s
-The Rise of Populism
-The Crisis of Depression
*Summary: Summary of Social, Economic, and Political Conditions in 1895
-The U.S. as an Empire: Global Power Structure (1890-1905)
*Reading: Text-Chapter 21
-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

June 1
-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 at 2:00 pm, June 1 and is due 11:00 pm, June 3.

-The Nation at War
*Reading: Text-Chapter 24
-Causes of the War

June 3, 8
-The Nation at War (continued)
-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

June 10
Exam I – (Study Guide on D2L)

June 15, 17
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
Activity 2: Solving the Problems of the Depression: Constructing the New Deal

June 22, 24  America and the World (1921-1945)
*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 at 2:00 pm, June 24 and must be completed by 11:00 pm, June 26.

June 24  Last Day to Withdraw Without Academic Penalty

The Post War Era and Beyond - 1945 to Present

June 29 - July 1, 6  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
-Détente and Nixon
-Ford and Carter: Politics and Diplomacy after Watergate
-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
**History 2112 – Page 7**
*(Course Schedule/Topical Outline continued)*

**July 8, 13**  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**

**July 15, 20**  Challenges of the New Century
*Reading: Text-Chapter 32
-Bush v Gore 2000
-9/11 and the U.S. Response
-Obama’s 2008 Victory and Policy Initiatives
-The 2012 Election Results

Current Issues
Potential Topics:
*Patient Protection and Affordable Care Act (P.L. 111-148)*
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(Course Schedule/Topical Outline continued)

*Debt Reduction, Federal Spending, Entitlements, and Taxes and the question of a balanced budget amendment to the Constitution
*Immigration Reform
*Energy Policy (Cap and Trade)
*Minimum Wage

July 22  Exam II – Wednesday, July 22 – 11:30 am