

HIST 2112
AMERICA SINCE 1877
SUMMER 2019

CRN: 50918	Meeting Time: Online (asynchronous) 5/30 - 7/24
Course Section: Wo6	Location: N/A
Instructor: Seneca Vaught, Ph.D.	E-mail: svaught3@kennesaw.edu
Office Hours: via appointment	Please use D2L messaging system
Office Location : N/A	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.

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](#):

This course the following central questions over the semester:

- 1. What has been the role of the United States in the world? How has this role changed over time?**
- 2. How and why do historians draw different conclusions and interpretations from the same facts?**
- 3. What historical lessons and skills can we learn from the study of the past?**
- 4. What parallels and themes from the past can we apply to contemporary issues and real-world problems?**

Hyperlinks and content in this syllabus is updated regularly. Please check back often to ensure that you have access to the most recent version.

Course Communication – Please contact me using the D2L Brightspace internal course email system instead my Kennesaw State University email address.

Electronic Communications. The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, **this is the sole email account you should use to communicate with your instructor or other University officials.**

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]

I do not believe in nor do I offer extra credit. 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 four 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.

The course integrates major issues from the assigned primary source documents, textbook readings, and module discussions 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 able to distinguish analytical thinking about primary and secondary sources from in American history from popular misconceptions.
9. Students will be able to 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 media.
11. Students will be able to comprehend historical writing at the appropriate level.
12. Students will be able to critically and creatively assess history through print and media.
13. Students will be able to critically and creatively assess history through historically-informed writing

Assessment

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

1. Pre-Test Entrance Exam (not calculated as part of final grade)
2. Periodically scheduled objective content discussions
3. Periodically scheduled discussions and voluntary self-assessments
4. Post-Test Exit exam (not calculated as part of final grade)

Course Requirements, Textbooks, and Materials

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 Desire2Learn (D2L) that you run the "Browser Check" (if prompted), 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.

Software and Digital: Online access to Desire2Learn (<http://d2l.kennesaw.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>

Required Textbook(s) and Course Materials:

REQUIRED:

1. You will need a composition notebook with at least 100 pages. You will need it **immediately** and will need to use it for each module in the class. You will also need scissors, a glue stick, and markers (yes, seriously 😊).



2. The primary textbook for this course is free online:
 - a. **Locke, Joseph, and Ben Wright. *The American Yawp: A Free and Online, Collaboratively Built American History Textbook*. 2014.**
<<http://www.americanyawp.com/>>

3. All students should purchase this required book:
 - a. ***How to Hide an Empire* / ISBN: 9780374172145**

4. All students should also purchase **one** of following texts of your choice from the list below based on your interest. Based on your selection, you will be assigned to watch specific films and contribute in particular discussions throughout the class that correspond with your book. When you see the symbol associated with your book (🚢, ❤️, 🌴, or 💀) next to a particular film or source, it means that if you selected this book, you are to read or watch that selection for that module.

❖ 🚢 *Erased: The Untold Story of the Panama Canal*

- ❖  *Spain in our Hearts : Americans in the Spanish Civil War, 1936-1939*
- ❖  *Caliban and the Yankees : Trinidad and the United States*
- ❖  *Croatia under Ante Pavelić : America, the Ustaše and Croatian Genocide*

5. There are required films to watch throughout the course. Instead of purchasing them, you may choose to rent them online or find alternative copies. Most of the films can be found free online or at the library. All others are accessible via Youtube or on Netflix for a minimal cost.

How the Course Works: An Overview

HIST 2112 is a survey course of the long twentieth century. The course is divided into modules that run on a weekly schedule. I open modules a week in advance and close them the day of the due date.

Steps to Complete Each Module

1. **Complete the Assigned Reading and Take Notes** – Check the syllabus for the assigned chapters to read for each module. The readings usually can be found in the assigned course textbook(s) but sometimes may include links to audiovisual materials on the Internet. The readings can also be found in the course textbooks or hyperlinks to websites in the syllabus and modules. In this class everyone is reading the same primary textbook (Locke and Wright's *American Yawp*) but you are comparing what you read in that textbook against the interpretations presented in other selected texts and films based on the book you selected from the list above. In each module, I give you focus questions that should guide your reading of the text and films. Use these questions to focus on what is most important. The purpose of this approach is to give you a broader understanding of the role of different perspectives and biases in historical interpretation and to teach you to make historical inferences that connect the past to the present. *As you read and watch films, you should take notes on how these sources relate to course themes, course questions, and learning objectives.*

2. **Contribute to the Film Worksheet & Class Discussions** – After you have read the text and watched the corresponding film, you should upload your contribution to the class worksheet for the film into the [course folder](#). The first person will create a google doc file that includes the name of the film and write the first question in the document. Each following member will access this file and add a question to the existing document. Each contribution to the worksheet document should be a question that connects the content from the textbook reading and film to course themes and objectives listed in the syllabus. Think about the central course questions and think critically and historically about the film, then write *a question about the film and the reading that addresses one or more of the course questions, themes, or learning objectives*. You should include a timestamp (for example 16:32) and a hyperlink (if possible) to the location in the film your question focuses on. Then you should post the same question and the answer to the question you contributed to the worksheet (about a paragraph in length) on the discussion board in D2L. After the module is completed, you should print a blank copy of the worksheet for yourself. Use the discussion board posts to write the answers and keep a copy of each of these worksheets in your notebook. At the end of the semester, during the

final exam I will ask you questions from these worksheets.

3. **No Traditional Lecture** – I have found that most students prefer to read the materials at their own pace or watch films instead of listening to me. For this reason there are no lectures in this class. Please rely on the readings, films, and the in-class discussions for coverage of the content.

Preparation for this course should take you about 2-3 hours per module. It is advisable to plan in advance 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 negatively impact your performance. If you foresee possible scheduling conflicts for a certain week, it is advisable that you work ahead.

Outline of Course Schedule

Due	Topics & Films	Readings & Assignments
6/4	<p>Orientation: The Historians</p> <p>§ What is the study of history and how do you use it in the ‘real’ world? § Why Study History?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Pretest <input type="checkbox"/> Syllabus <input type="checkbox"/> How to Read a Book <input type="checkbox"/> Choose Your Book: , , , or  <input type="checkbox"/> Navigating Class Folder for Worksheet Documents
6/4	<p>The Cosmopolitans: Thinking Globally About American History</p> <p>§ How has globalization transformed the United States and its role in the world? § Kessler (2005) <i>How We Got Here</i> § “Globalization Has a History”  Globalization at a Crossroads  The Coca-Cola Case  T-Shirt in the Global Economy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Locke and Wright, Chapter 30 <input type="checkbox"/> Reading a T-Shirt <input type="checkbox"/> Thinking Globally
	Unit I	
6/6	<p>1 The Peacemakers</p> <p>§ Was Reconstruction a success or a failure? Why have popular perceptions of Reconstruction prevailed over historical facts? What is missing from the narrative? § Discussion Skills Workshop § Understanding the Implied Question § Asking Critical Questions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Locke and Wright, Chapter 15

	<p>§ How to Read a History Book</p> <p>§ Eric Foner (1990) <i>Reconstruction</i></p> <p>§ Du Bois (1935) <i>Black Reconstruction</i></p> <p>👁️❤️ <i>Birth of a Nation (1915)</i></p> <p>🌴 <i>Gone With the Wind (1940)</i></p> <p>🚢 <i>Cotton Road (2017)</i></p>	
6/11	<p>2 The Indigenous</p> <p>§ What popular misconceptions do people have about the history of the ‘conquering’ of the West and Native Americans? How have the challenges facing indigenous populations persisted into the present?</p> <p>§ The ‘Thesis’ of U.S. History</p> <p>§ Living Book Review</p> <p>§ Documents as Evidence</p> <p>§ Opinion v. Interpretation</p> <p>§ By Any Other Name (2017)</p> <p>🚢 Broken Rainbow (1985)</p> <p>❤️🌴 <i>Bury My Heart at Wounded Knee</i></p> <p>👁️ <i>AWAKE, A Dream from Standing Rock</i></p>	<p><input type="checkbox"/> Locke and Wright, Chapter 17</p>
6/13	<p>3 The Titans</p> <p>§ Did big business at the turn of the century crush workers or provide them with better opportunities?</p> <p>§ How Documents Support These</p> <p>§ Chernow (1998) <i>Titan</i></p> <p>§ Pit (1904)</p> <p>🌴🚢 <i>Slavery By Another Name</i></p> <p>👁️👁️ <i>A Corner in Wheat</i></p> <p>Andrew Carnegie: Rags to Riches</p>	<p><input type="checkbox"/> Locke and Wright, Chapter 18</p>
6/18	<p>4 The Immigrants</p> <p>§ How did old and new arrivals to the city cope with conditions of industrialization at the turn of the century? What similarities and differences are there between the immigrant experience of the late 19th and early 20th centuries and the present?</p> <p>§ When and Why?</p> <p>§ Narration & Storytelling</p> <p>§ Riis (1890) How the Other Half Lives</p>	<p><input type="checkbox"/> Locke and Wright, Chapter 16</p>

	<p>§ Triangle Shirtwaist Factory</p> <p>§ Understanding Parallels with the Present</p> <p>§ Office of Missing Children</p> <p>§ Gordon (2001) Great Arizona Abduction</p> <p>♥ Triangle (2016)</p> <p>☠️ 30 Days: Immigration</p> <p>🚢 Maquilapolis (2006)</p>	
6/20	<p style="text-align: center;">The Imperialists</p> <p>§ How did so many Americans justify expansion during the Spanish American War and why did others oppose it? What short and long-term challenges to democracy in the United State and around the world has imperialism created?</p> <p>§ Impact of Historical Thinking and Close Readings</p> <p>§ Silbey (2007) <i>A War of Frontier and Empire</i></p> <p>§ Galleano (1971) <i>Open Veins of Latin America</i></p> <p>🌍 Crucible of Empire</p> <p>☠️ 🏰 Harvest of Empire</p> <p>♥ Spanish Civil War: Prelude to Tragedy</p>	<p><input type="checkbox"/> Locke and Wright, Chapter 19</p>
6/24	LAST DAY TO WITHDRAW	
	Unit II	
6/25	<p style="text-align: center;">MIDTERM EXAM</p> <ol style="list-style-type: none"> 1. What historical lessons and skills can we learn from the study of the past? 2. How and why do historians draw different conclusions and interpretations from the same facts? 3. What has been the role of the United States in the world? How has this role changed over time? How has globalization transformed the United States and its role in the world? 4. What parallels and themes from the past can we apply to contemporary issues and real-world problems? 	<p><input type="checkbox"/> <i>How to Hide an Empire</i> Group Worksheet Due</p>
6/27	<p style="text-align: center;">5 The Progressives</p> <p>§ What was Progressivism? How was the domestic agenda of the Progressivism related to U.S. foreign policy goals abroad?</p> <p>§ Empathy</p>	<p><input type="checkbox"/> Locke and Wright, Chapter 20</p>

	<p>§ Debunking Popular Misconceptions</p> <p>§ McGerr (2003) <i>A Fierce Discontent</i></p> <p>§ Riis (1890) <i>How the Other Half Lives</i></p> <p> Progressive Presidents</p> <p>  Panama Canal (2016)</p>	
7/2	<p style="text-align: center;">6 The Warriors</p> <p>§ What was the impact of World War I and why did life following the Great War fail to return to ‘normalcy’? How did social changes following the war transform American society?</p> <p>§ The Power of the Paradox</p> <p>§ Tuchman (1962) <i>Guns of August</i></p> <p> <i>They Shall Not Grow Old</i> (2018)</p> <p> Wonder Human</p> <p> Ken Burns Jazz</p>	<p><input type="checkbox"/> Locke and Wright, Ch 21 or Ch 22</p>
7/9	<p style="text-align: center;">7 The Unfortunate</p> <p>§ What were the causes and/or effects (social, political, and economic) of the Great Depression? Have the underlying global factors that caused the Great Depression been resolved or have they persisted into the present?</p> <p>§ Smith (2008) <i>FDR</i></p> <p>§ West End Blues (1928)</p> <p>  <i>The Grapes of Wrath</i></p> <p> <i>Golddiggers of 1933</i></p> <p> Piketty: On Capital</p>	<p><input type="checkbox"/> Locke and Wright, Chapter 23</p>
7/11	<p style="text-align: center;">8 The Patriots</p> <p>§ How did World War II transform the nation and the world? Have American depictions of patriotism in popular culture contributed to a better understanding of democratic ideals or substituted them for something else?</p> <p>§ Takaki (2001) <i>Double Victory</i></p> <p>§ Casablanca (1943)</p> <p> East L.A. Marine</p> <p> Marvel's Captain America 75 Heroic Years</p> <p>  <i>Casablanca</i></p>	<p><input type="checkbox"/> Locke and Wright, Chapter 24</p>

7/16	<p style="text-align: center;">9 The Affluent</p> <p>§ Were the 1950s as happy as they are remembered? How should American intervention abroad based on economic motives be assessed and remembered?</p> <p>§ History versus Memory</p> <p>§ Halberstam (1994) <i>The Fifties</i></p> <p>§ <i>30 Days a Black Man</i></p> <p>§ U.S. in Guatemala</p> <p>§ U.S. in Iran</p> <p>👁️ Black Like Me</p> <p>♥️ Bitter Lake (2015)</p> <p>🚢 Banana Land (2016)</p>	<p>❑ Locke and Wright, Chapter 26</p>
	Unit III	
7/18	<p style="text-align: center;">10 The Ideologues</p> <p>§ What caused the Cold War and what were the social, political, and economic stakes of the confrontation with communism? What paradoxes are presented by free-market capitalist and communist regimes alike?</p> <p>§ History as Propaganda</p> <p>§ Borstelmann (2001) <i>Cold War and the Color Line</i></p> <p>§ Harding College Films</p> <p>§ Von Eschen (2006) <i>Satchmo Blows Up the World</i></p> <p>👁️♥️ <i>Animal Farm</i> (1954)</p> <p>🚢 <i>Mardis Gras: Made in China</i> (2005)</p> <p>🌴 <i>Life and Debt</i> (2003)</p>	<p>❑ Locke and Wright, Chapter 25</p>
7/23	<p style="text-align: center;">11 The Discontents</p> <p>§ What was more important in bringing about fundamental changes during the 1960s: leadership, the radical left and right, or the new world role for the United States? Are the goals of free-market capitalism compatible with open democratic governance not only in the United States but around the world?</p> <p>§ Anderson (1995) <i>Movement and the Sixties</i></p> <p>🌴♥️ <i>Black Panthers: Vanguard</i> (2016)</p> <p>👁️ <i>Persepolis</i> (2007)</p> <p>🚢 <i>Pandora's Box: Black Power</i></p>	<p>❑ Locke and Wright, Chapter 27</p>

	Unit IV	
7/24	<p>12 The Conservatives</p> <p>§ Why did the New Right become more appealing to the nation's electorate following the Vietnam era? What opportunities and challenges has the United States' embrace of conservatism presented to the United States and the world?</p> <p>§ Determining Significance</p> <p>§ Critchlow (2009) <i>The Conservative Ascendancy</i></p> <p>§ Gil Scott Heron "H2O Gate Blues"</p> <p>👤 Boogie Man: The Lee Atwater Story</p> <p>🌴 The Corporation (2004)</p> <p>♥ The Unknown Known</p> <p>🇺🇸 This is What Democracy Looks Like</p>	<p><input type="checkbox"/> Locke and Wright, Ch.28 and Ch.29</p>
	Unit V	
7/26	<p>FINAL EXAM</p> <ol style="list-style-type: none"> 1. What historical lessons and skills can we learn from the study of the past? 2. How and why do historians draw different conclusions and interpretations from the same facts? 3. What has been the role of the United States in the world? How has this role changed over time? How has globalization transformed the United States and its role in the world? 4. What parallels and themes from the past can we apply to contemporary issues and real-world problems? 	<p>Selected Book Worksheet Due:</p> <p><input type="checkbox"/> 🇺🇸 Erased: The Untold Story of the Panama Canal</p> <p><input type="checkbox"/> ♥ Spain in our Hearts : Americans in the Spanish Civil War, 1936-1939</p> <p><input type="checkbox"/> 🌴 Caliban and the Yankees: Trinidad and the United States</p> <p><input type="checkbox"/> 👤 Croatia under Ante Pavelić : America, the Ustaše and Croatian Genocide</p>

Other Required Course Materials

Software and Digital:

Online access to Desire2Learn (<http://d2l.kennesaw.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

Notebook

A foundational skill that you will learn from this class is how to take notes. Note-taking is an important skill that will help you in just about any career. Think about your notes as an important primary source of historical information about this class. This means that you should be mindful of things going on in the class and learn to filter and capture that information efficiently. I require you to take detailed notes on class readings, films, readings, and discussions in your composition notebook and collect the worksheets from each film. Use the discussion board posts to write the answers and keep a copy of each of these worksheets in your notebook. At the end of the semester, during the final exam I will ask you to use information from these worksheets. Each student must use their own notes. Using the notes of a classmate for the final exam is considering cheating and an ethical violation of this class.

60% - Film Worksheets & Module Discussions

This class requires you to engage aspects of the course readings and films to formulate critical questions that you will pose to others in the class. In this style of discussion, you **pose a question** and **participate in the discussion** by sharing your perspectives based on the reading of the course texts and/or film and exchanging ideas with your classmates.

Prior to posting to the discussion board, each student will (a) **contribute one question that they would like to discuss about the film** based on course readings and goals and (b) have identified a short clip from the film or a passage from the reading (less than 5 minutes; use the minute markers or page numbers) that helps illustrate the question. Before you post the answer on the discussion board, you will first post the question to the film worksheet in the [class folder](#). Check the film worksheet in the class folder first to avoid duplication of questions because this worksheet is updated in real-time. There should be blank space under each question on the worksheet, so your classmates can print it out and write the answers on the sheet after the module is closed.

Your contribution to the worksheet should be a question that connects the content from the textbook reading and film to course themes and objectives listed in the syllabus. Think about

the central course questions and think critically and historically about the film, then write a question about the film and the reading that addresses one or more of the course questions, themes, or learning objectives. You should include a timestamp (for example 16:32) and a hyperlink (if possible) to the location in the film your question focuses on.

Then you should **post the same question and the answer to the question you contributed to the worksheet (about a paragraph in length) on the discussion board in D2L**. During the discussion, each person in the group should be responding to the questions posed and reacting to classmates and comments interjected by the instructor. Again, after the module is completed, you should print a blank copy of the worksheet for yourself and write the answers below each question. Use the discussion board posts to write the answers and keep a copy of each of these worksheets in your notebook. At the middle and end of the semester, during the midterm and final exam, you will be asked to incorporate questions from these worksheets.

I drop the six lowest worksheet and discussion grades taken toward your final grade. This means that you only need to submit six worksheet discussion questions and at least one from each unit. You can submit all of them if you wish but I will only include the six highest grades. Once module is closed you may not make additions to the worksheet or attempt past discussions. Since I provide such a large number of drops, any missed worksheet and module discussions cannot be made-up under any circumstance.

The grading program will automatically drop all of your worksheet discussion grades until you have taken at least seven and then it will begin to reassign 'dropped' status to the lowest scores. If you miss a class or are unable to participate due to unforeseen events, emergencies, et cetera, I will use allotted drops to cover these situations.

I grade your worksheet and discussion contributions on the following criteria:

1. Quality of Question (Evidences Critical Thinking and Historical Thinking)
2. Quality of Response (References specific facts and evidence)
3. Relevance (Relates to Module Questions, Class Themes, Goals, and/or Objectives)
4. Demonstrates Careful Reading (Goes Beyond Obvious)
5. Inferences and Connections (Relates past and present without assumptions)
6. Originality (Non-Duplicative of Other Questions)
7. Coherence (Builds Upon Previous and Existing Questions and Answers)
8. Quality of Prose (Clear and correct grammar and punctuation)
9. Format of Worksheet (Matching Font, Spacing, Timestamp, etc)
10. Technical Errors (Partial Posting, miscellaneous errors, etc)

20% Group Midterm Exam - *How to Hide an Empire* by Daniel Immerwahr

As a group (📖, ❤️, 🌴, and 🧠), you will create a 3-4 page worksheet that examines *How to Hide an Empire* by Daniel Immerwahr. Your group worksheet should have questions that address: (a) What does this book tell us about the role of the United States in the world and how this role has changed over time? (b) Whether you agree or disagree with the arguments made in this

book? (c) Uses the evidence from the course textbook and films we have discussed thus far in the course to respond to the arguments made by the author? You should include an answer sheet with your worksheet and should format the worksheet in the same format as the film worksheets with blank areas under each question.

I grade your worksheet on the following criteria:

1. Quality of Questions (Evidences Critical Thinking and Historical Thinking)
2. Quality of Response (References specific facts and evidence)
3. Relevance (Relates to Module Questions, Class Themes, Goals, and/or Objectives)
4. Demonstrates Careful Reading (Goes Beyond Obvious)
5. Inferences and Connections (Relates past and present without assumptions)
6. Originality (Uniqueness of Questions)
7. Coherence (Builds Upon Previous and Existing Questions and Answers)
8. Quality of Prose (Clear and correct grammar and punctuation)
9. Format of Worksheet (Page numbers, Matching Font, Spacing, Timestamp, etc)
10. Technical Errors (Partial Posting, miscellaneous errors, etc)

20% Final Exam Book Worksheet (Individual)

For the final exam, I will ask you to create a 1-2 page worksheet about your selected book (📖❤️, 🌱, or 🐼) that incorporates previous course themes, goals, module questions, and/or learning objectives from the course. Your book worksheet should be visually appealing include questions that explore: (a) what your selected book tells us about the role of the United States in the world and how this role has changed over time, (b) an examination of a claim made in the book that you agree or disagree with, (c) references to evidence from the course textbook and films we have discussed in the course. You should include an answer sheet with your worksheet and should format the worksheet in the same format as the film worksheets with blank areas under each question.

I grade your worksheet on the following criteria:

1. Quality of Questions (Evidences Critical Thinking and Historical Thinking)
2. Quality of Response (References specific facts and evidence)
3. Relevance (Relates to Module Questions, Class Themes, Goals, and/or Objectives)
4. Demonstrates Careful Reading (Goes Beyond Obvious)
5. Inferences and Connections (Relates past and present without assumptions)
6. Originality (Uniqueness of Questions)
7. Coherence (Builds Upon Previous and Existing Questions and Answers)
8. Quality of Prose (Clear and correct grammar and punctuation)
9. Format of Worksheet (Page numbers, Matching Font, Spacing, Timestamp, etc)
10. Technical Errors (Partial Posting, miscellaneous errors, etc)

Point Breakdown

6 Film Worksheet & Discussion Board Posts	600pts
Midterm Group Book Worksheet	200pts
Final Selected Book Worksheet	200pts

Attendance Policy

Attendance is tabulated into the final grade from notebook submissions. 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 discussions often emphasize major points and themes from the readings. 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 discussions whatsoever, whether the absence is excused or unexcused. If you miss an exam or a course milestone due to illness or a family emergency, you must provide proper documentation before a make-up 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:

Letter	Percentage	Designation
A	100-90	Superior
B	89-80	Good
C	79-70	Average
D	69-60	Passable
F	59 and below	Failure

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.

I return assignments within one week of receiving them with 2-3 a week turnaround for larger milestone assignment and/or exams.

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. Discussions cannot be made up and make-up milestones/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.

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 d2L. If your question is not a personal one (grades, health issues, etc), please post it on the "Ask a Classmate" discussion board first, then on the "Ask the Professor" discussion board if your inquiry was not adequately addressed. If you do this someone in the class may be able to help you or point you to where I have addressed your question. If no one in the class can address your question, I will answer it when you post it in the "Ask the Professor" discussion board and the whole class can benefit from my response. The weekly discussion grades incorporate conversations that you have with your classmates about the historical topics as well as questions of this kind.

Grade Challenges

All grade challenges should be submitted **in writing** within 48 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 and evidence) 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 48 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 via email.

Students must address any discrepancies in their grades (errors in grading, mistakes by the instructor, etc.) within a reasonable time. A reasonable time means any mistakes in assignments completed before the midterm should be addressed before the midterm exam is taken.

Academic Honesty

Academic Integrity Statement - Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C of the Student Code of Conduct addresses the university's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement. See also <https://web.kennesaw.edu/scai/content/ksu-student-code-conduct>.

Students caught cheating will be given a grade of F for the assignment.

Websites designed to help students avoid plagiarism:

<http://plagiarism.org/>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

<http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>

Electronic Devices Policy

Electronic devices such as cell phones, iPads, etc. may be used as long as they are used in accordance with university policy and with the consent of the instructor. Students may not record or redistribute course materials including the instructor or any guests of this class without the express written permission of the instructor.

Privacy Policy for External Tools

This course makes use of external tools. Please familiarize yourself with the privacy policies and EULA for these tools. If you have a problem complying with the EULA for the free use of these tools, please contact the professor regarding your concern a minimum of two weeks before the assignment is due to arrange for an alternative.

[SoundCloud](#)

[Vimeo](#)

[YouTube](#)

ADA Compliance

Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Office of Student Disability Services. Students requiring such accommodations are required to work with the University’s Office of Student Disability Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. Student Disability Services is located in the Carmichael Student Center in Suite 267. Please visit the Student Disabilities Services website at www.kennesaw.edu/stu_dev/sds for more information, or call the office at 470-578-6443.

Software Accessibility Statements

D2L: <http://www.brightspace.com/about/accessibility/standards/>

VoiceThread: <http://voicethread.com/about/features/accessibility/>

Panopto: <http://support.panopto.com/documentation/viewing/accessibility-features>

Kaltura:

<http://corp.kaltura.com/sites/default/files/Datasheets/Kaltura%20Accessibility%20Datasheet.pdf>

SoftChalk: <http://softchalk.com/products/softchalk/accessibility>

MS Office: <http://www.microsoft.com/enable/products/office2013/default.aspx>

YouTube: <http://www.google.com/accessibility/all-products-features.html>

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.

[1] Paulo Friere, *Pedagogy of the Oppressed, 30th Anniversary Edition* (New York: Continuum International Publishing Group, 2000), 69.