School of Liberal Arts

**Mission**

The School of Liberal Arts provides an innovative, multidisciplinary, student-centered, flexible curriculum that prepares the student for further study or work in a global economy. The School seeks to develop the student’s learning through faculty engagement in cross-disciplinary teaching, research and service with a flexible curriculum that responds to increased globalization.

Course Number: **HIST 3135, Section 01**

Course Title: **America Since 1945**

Term and Year: Summer 2020

Course Location: Remote Learning

Class Times: MTWTh, 2:00 – 4:30 pm

Professor: Richard Cook, Jr., Ph.D.

Office: W-2242; hours by appointment

Contacts: **e-mail:** rcookjr@ggc.edu, **phone:** (678) 525-4281

Prerequisites: History survey sequence (HIST 1111&1112, 1121&1122, or 2111&2112) and

ENGL 1102/H with a grade of C or better

# Textbook:

* Gillon, Steven M. *The American Paradox: A History of the United States Since 1945*. FlatWorld, 2018. ISBN (Digital): 978-1-4533-8757-3. [Required text]

Additional Resources: I will provide any additional sources need via D2L.

Course Goals and Objectives: Students taking this course will learn to

* Use critical thinking skills to critique and analyze historical data
* Develop writing and oral skills to present historical concepts and ideas
* Understand historical events over time and their connection to the present
* Develop an understanding of diverse cultural perspectives across history
* Cultivate an attitude of positive civic engagement, ethical responsibility from a local and global perspective

Course Outcomes: Students completing this course should be able to:

* Draw conclusions about historical events to determine cause and effect relationships
* Analyze and interpret primary and secondary resources.
* Present information derived from source material
* Communicate effectively in individual and/or group situations
* Actively participate in group discussion
* Interpret and understand assigned reading materials
* Master knowledge of historical themes and events, and demonstrate how these events have shaped current affairs
* Understand the evolution of modern American society
* Identify the historic role of America in the community of nations

Integrated Educational Experience (IEE) Goals: The course goals and objectives are as follows:

* **IEE-1 Clearly communicate ideas in written and oral form.**
* **IEE-2 Demonstrate creativity and critical thinking in inter- and multidisciplinary contexts.**
* IEE-3 Demonstrate effective use of information technology.
* IEE-4 Demonstrate an ability to collaborate in diverse and global contexts.
* **IEE-5 Demonstrate an understanding of human and institutional decision making from multiple perspectives.**
* IEE-6 Demonstrate an understanding of moral and ethical principles.
* IEE-7 Demonstrate and apply leadership principles.
* IEE-8 Demonstrate competence in quantitative reasoning

# Grades

# Assessment Tools:

Your final grade for the course will be made up of the following:

* **Tests: 20%** 
  + There will be a midterm and final this semester. These will be take-home essay responses to questions provided via D2L.
* **Source analyses: 50%** 
  + History is a reading and writing enterprise. Therefore, you will be asked to read (or occasionally watch/listen) and write in this class. You will be expected to write **three** responses addressing the primary source readings. These responses will be given via D2L.
  + Writings are due by 11:59 pm on the date due; these dates are on the syllabus and/or the D2L calendar. I accept late work at a cost of 5 points/day.
* **Presentations: 15%**
  + Student(s) will give virtual presentations on particular topics in post-war history. (A handout summarizing the expectations for presentations is on D2L.)
* **Participation: 15%**
  + Discussions being critical to the success of this upper-level course, virtual participation will be heavily weighted. This participation will come via virtual class meetings, D2L discussion threads, and other means of communication.
  + **A Note on Attendance**
    - This class will be a combination of “asynchronous” and “virtual” learning. That is, you will be encountering some course materials on a schedule of your choosing, but also meeting together at intervals according to the class’ schedule. *I understand not everyone will be able to meet every time; I merely ask that you make every effort to do so*.

Academic Integrity: Georgia Gwinnett College students are expected to adhere to the highest standards of academic integrity and are expected to encourage others to do the same. Further, students are expected to take responsible action when there is reason to suspect dishonesty on the part of others. While it is not possible to list all acts of academic dishonesty, examples include *knowingly performing, attempting to perform, or assisting another in performing any act of academic dishonesty; cheating; plagiarism; collusion; submitting previously submitted material; misrepresentation or falsification of material; misrepresentation of circumstances such as illness, conflicting responsibilities.* Additional details on academic integrity are found in the college catalogue.

Academic dishonesty carries severe penalties ranging from a grade of “0” on the affected assignment to dismissal from Georgia Gwinnett College. Each faculty member at Georgia Gwinnett College bears the responsibility for assigning penalties for cases of academic dishonesty. Students may appeal a penalty as outlined in the Student Handbook.

Important Dates: Italicized dates are school-wide.

*18 June Drop/Add ends*

26 June Midterm due

28 June Source Analysis #1 due

*2 July Last Day to Drop with a “W”*

*2-3 July Independence Day–No Class*

5 July Source Analysis #2 due

12 July Source Analysis #3 due

16 July Final due

| Date | Textbook | Primary Source | Presentation Topics |
| --- | --- | --- | --- |
| **6/17** |  |  | Course Introduction: How did we get here? |
| **6/18** | 1, 3 | 1.2: “Truman Doctrine;” Watch: [Truman Address to Congress, 3/12/47](https://www.c-span.org/video/?c4731832/user-clip-presidency-truman-doctrine-speech) | 1. “Long Telegram” 2. Creation of Israel |
| **6/22** | 2, 4 | 4.3: “TV and Juvenile Delinquency;” Watch: [“Duck and Cover”](https://www.youtube.com/watch?v=2IbYIMiF2rs) | 1. Alan Freed 2. William Levitt |
| **6/23** | 5, 6 | 5.1 “Checkers” speech; | 1. “Southern Manifesto” 2. Bayard Rustin |
| **6/24** | 7 | 7.1 JFK Inaugural | 1. Battle of Dien Bien Phu 2. Malcolm X |
| **6/25** | 8 | Watch: [Reagan’s “Time for Choosing” speech](https://www.c-span.org/video/?c3869624/user-clip-time-choosing)\* | 1. “The Great Leap Forward” 2. The Sharon and Port Huron Statements |
|  |  |  | **Midterm due: 26 June, 11:59 pm** |
| **6/29** | 9 | 9.3: “Memorandum” | 1. Robert McNamara 2. Black Panther’s “10-Pt. Plan” |
| **6/30** | 10 | 10.1 Nixon’s “Silent Majority” speech | 1. Chappaquiddick 2. Hippies and Yippies |
| **7/1** | 11 | 11.3 “Power of the Positive Woman” | 1. The F-111 and the F-15 2. Equal Rights Amendment |
| **7/2-3** |  |  | Independence Day: No Class |
| **7/6** | 12 | 12.1 Ford’s “Pardon Message” | 1. Refuseniks 2. Operation: Eagle Claw |
| **7/7** | 13 | Watch: [Reagan’s speech at the Berlin Wall](https://www.c-span.org/video/?110723-1/president-reagan-remarks-berlin-wall-1987&start=20)\* | 1. “Moral Majority” 2. Reykjavik summit |
| **7/8** | 15 | 15.1 Congress debates Persian Gulf War | 1. “Willie Horton” ad 2. LA Riots, 1992 |
| **7/9** | 16 | 16.2 Clinton’s apologies | 1. 1993 WTC bombing 2. Branch Davidian raid |
| **7/13** | 17 | [ABC interview with Osama bin Laden](https://www.meforum.org/435/usama-bin-ladin-american-soldiers-are-paper-tigers)\* | 1. Rwandan genocide 2. Timothy McVeigh |
| **7/14** | 18 | 18.1 Bush’s ‘War on Terror’ speech; [Watch Bush’s 9/14 speech](https://www.c-span.org/video/?166068-1/presidential-visit-world-trade-center)\* | 1. Drone warfare 2. Abu Musab al-Zarkawi |
| **7/16** |  |  | **Final Exam due: 11:59 pm** |

\* Available on D2L

# 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 D2L. Students should check D2L regularly, as course changes will always be announced and recorded on the course D2L site.
* **Communication**: I want to have face-to-face conversations with you, when possible; however, we may need to establish a time and place via email or by phone. I prefer that you contact me via e-mail for most situations. Expect me to respond within a few hours to your message if I am unable to respond immediately. Communications received after 10 pm 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.
* **Expectations of Students:** *All students at GGC 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.
* **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.

# College/School Policies:

* **Affirmative Action and Equal Opportunity Statement:** It continues to be the policy of Georgia Gwinnett College to implement affirmative action and equal opportunity for all employees, students and applicants for employment or admission without regard to race, color, creed, religion, national origin, sex, age, sexual orientation, veteran status or disability.

The college’s affirmative action program and related policies are developed in compliance with federal and state laws listed in the college catalogue, and in conformance with these regulations Georgia Gwinnett College does not discriminate against any employee or applicant for employment or against any student or applicant for admission with regard to any opportunity for which the employee or student is qualified.

Every member of this college community is expected to uphold this policy as a matter of mutual respect and fundamental fairness in human relations. The policy has the unequivocal support of the Office of the President. All members of the staff, faculty, and student body are expected to ensure that nondiscriminatory practices are followed at Georgia Gwinnett College.

* **Americans with Disabilities Act Statement:** Georgia Gwinnett College will provide reasonable accommodation to employees, applicants for employment, students, and patrons who have physical and/or mental disabilities, in accordance with applicable statutes. Georgia Gwinnett College will take affirmative action to employ and advance in employment persons who are qualified disabled veterans, veterans of the Vietnam Era, or other covered veterans. If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Center for Disability Services.
* **Safety and Security.** View the [GGC Safety and Emergency Communications web page](http://www.ggc.edu/about-ggc/public-safety/safety-and-emergency-communications/) for information important to you. To avoid confusion and rumor ensure you (1) sign up for [RAVE](https://www.getrave.com/login/ggc) alert notification and (2) download the *In Case of Crisis* app for [iPhone](https://itunes.apple.com/us/app/in-case-of-crisis-education/id476578079?mt=8) or [Android](https://play.google.com/store/apps/details?id=com.iba.incaseof&hl=en). View the 15 minute [Active Shooter Video](http://www.kaltura.com/index.php/extwidget/preview/partner_id/2022371/uiconf_id/32334692/entry_id/1_z4itrq86/embed/auto?&flashvars%5bstreamerType%5d=auto). You are the additional eyes and ears for first responders. Follow the adage, “If you see something, say something” to a GGC employee. Your community needs your increased vigilance and awareness.

# Course Objectives and Outcomes Matrix

| Course Objectives  Students taking this course will  learn to: | Course Outcomes  Students completing this course  should be able to: | Assessment Tools |
| --- | --- | --- |
| Use critical thinking skills to critique and analyze historical data | Analyze and interpret primary and secondary resources  Draw conclusions about historical events to determine cause and effect relationships  Interpret and understand assigned reading materials | Discussion participation  Primary source analyses  Secondary source responses |
| Writing and oral skills to present historical concepts and ideas | Present information derived from source material  Communicate effectively in individual and/or group presentations  Actively participate in group discussion | Essay questions on tests  Primary source analyses  Secondary source responses |
| Understand historical events over time and their connection to the present | Master knowledge of historical themes and events, and demonstrate how these events have shaped current affairs | Discussion participation  Tests |
| Develop an understanding of diverse cultural perspectives across history | Understand the role of race, gender, ethnicity, religion and class in the evolution of American society | Discussion participation  Primary source analyses  Secondary source responses  Historiographic essay |
| Cultivate an attitude of positive engagement, ethical responsibility from a local and global perspective | Identify the historic role of America in the community of nations | Discussion participation  Historiographic essay  Primary source analyses  Secondary source responses |