



U.S. History Since Reconstruction-HIST 2112

Fall Semester 2015

Instructor: Dr. Emanuel J. Abston

Classrooms: Clayton Hall 212 11:15-12:30 TR Course Number 80554-07
Clayton Hall 201 3:35-4:50 TR Course Number 80541-03

Office: Arts & Sciences Building, G116

Office Hours: Tuesdays, Wednesdays and Thursdays 2:30-3:30 pm
Appointments: Mondays and Wednesdays 10:00-11:00 am

Email: EmanuelAbston@clayton.edu

Faculty Web Page with syllabus: <http://faculty.clayton.edu/eabston>

Course Description: HIST 2112 - A Survey of the American Society since Reconstruction to the Present, emphasizing the political, cultural, social and economic developments.

Required Textbook: Nancy A. Hewitt and Steven F. Lawson, Exploring American Histories: A Brief Survey With Sources, Boston: Bedford/St. Martin's, 2013, Vol. II.

Suggested Readings: American Historical Review
Journal of African American History
Journal of American History
Journal of Southern History

Learning Outcomes:

- Enhance students' understanding of the important events, people, ideas, and movements that shaped the American Society.
- Enable students to comprehend and draw accurate conclusions and interpretations from history and historical sources.
- Prepare students to apply geography to the understanding of history and historical events.
- Raise students' consciousness, literacy and appreciation of cultural differences so they may intelligently and comfortably discuss such sensitive issues as race, ethnicity and religion in and outside the classroom.
- Improve students' reading, writing and oral communication.

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 244, 678-5445, disabilityservices@mail.clayton.edu.

Important Dates (subject to modification)

August 18 First class meeting

September 5-7 University Official Holiday - Labor Day

September 22 - October 6 Midpoint grade reporting period

October 10-13 Fall Break

November 25-28 University Official Holiday - Thanksgiving

December 8-14 Final Examination

Evaluations:

Quiz	20%
Mid-Semester Examination	30%
Scholarly Book Review	30%
Final Examination	20%

US History Since Reconstruction

Content Outline

- Week 1 Introduction to the Course
Frontier Encounters
- Week 2 American Industry in the Age of Organization
Workers and Farmers in the Age of Organization
- Week 3 Cities, Immigrants, and the Nation
Quiz
- Week 4 Progressivism and the Search for Order
- Week 5 Empire and Wars
- Week 6 An Anxious Affluence
Mid-Semester Examination
- Week 7 Depression, Dissent, and the New Deal
World War II
- Week 8 The Opening of the Cold War
- Week 9 Troubled Innocence
The Liberal Consensus and Its Challengers
- Week 10 The Conservative Ascendancy
- Week 11 Ending the Cold War
- Week 12 Oral Presentation of Book Reviews
- Week 13 Oral Presentation of Book Reviews
- Week 14 The Challenges of a New Century
- Week 15 The Challenges of a New Century Continued
- Week 16 Review
- Final Examination

University System of Georgia Grading Scale:

A = 90 percent or higher (Excellent)

B = 80 to 89 percent (Good)

C = 70 to 79 percent (Satisfactory)

D = 60 to 69 percent (Passing)

F = below 60 percent (Failure)

Course Policies:

Students must abide by all policies in the Clayton State University Student Handbook, and the Basic Undergraduate Student Responsibilities.

University Attendance Policy:

Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

Classroom Conduct:

As a courtesy to others, please turn off all pagers and cell phones before entering the classroom. Once class has begun, students may not read newspapers, send or receive text messages, hold private conversations, or engage in any activities that might be disruptive to others. University policy prohibits students from bringing food into the classroom.

NOTE: The permission of the instructor is required for audio taping of course lectures or discussion.

Disruption of the Learning Environment:

Behavior which disrupts the teaching-learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

Academic Honesty:

Cheating and plagiarism are serious offenses and will result in failing the particular examination or assignment and/or the course based on the judgment of the instructor. Cheating includes using unauthorized notes or copying another student's answers on a test. It also includes

copying someone else's homework, which will result in penalties for both parties involved. Plagiarism is presenting someone else's words or ideas as your own, without proper citation. This includes direct copying or paraphrasing information from other sources, including the internet. Clayton State University Judicial procedures are described at: <http://adminservices.clayton.edu/judicial/>

General Education Outcomes:

Along with historical content, HIST 1111 is also designed to help develop and promote certain logical and analytical skills that every college graduate is expected to have. The Board of Regents of the University System of Georgia mandates that every college graduate must be able to think or to reason critically, and this course is intended to help teach students to learn to think, analytically, contextually, and diachronically, regardless of your major or future vocation. Among the skills that you will acquire and/or develop this semester are:

- Reading comprehension: The ability to identify the ideas in something you have read and differentiate the "thesis" or major theme being presented from the evidence supporting it.
- Listening comprehension: The ability to listen to what someone has to say and identify what is important. The sources for this are the instructions given by the instructor.
- Identifying evidence: While it is one thing to see evidence when it is clearly labeled in a lecture or text, it is something else to analyze primary sources in which evidence is not clearly indicated. The source for this evidence will be primary documents used in the course.
- Selectivity: This skill includes examining relevant material(s) and leaving out extraneous information. You will do this whenever you take notes or answer a question on an exam.
- Communication skills: The ability to write in such a way that clearly communicates your ideas to others. The sources for this are the in-class writing assignments and written components of the exams. See Clayton State University Writing Criteria.
- Viewing comprehension: This includes looking at various materials and identifying important ideas and concepts. The source for this material presented in the class and in the textbooks.
- Computer Skills: Students will be introduced to on-line information dealing History through links provided on the GeorgiaVIEW component of the course.

The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies and learned society/professional education associations. Please refer to the course correlation matrices located at this website.

This course is partially designed to assist future teachers to prepare to teach various Georgia Performance Standards for Social Studies Grades 6-8 and to pass the History content assessment of GACE. In addition, this course supports Program Outcomes 1-6, as adopted by the history faculty at Clayton State University.

OUTLINE FOR THE BOOK REVIEW

FAMILY BACKGROUND

Parents and nationality
Socio-economic background
Religious preference

FORMATIVE YEARS – EDUCATION, SOCIAL, POLITICAL, ETC.

Schools attended
Career or professional preparation
Travel beyond native city and state
Marital alignments – children born to these unions
Political, professional and military offices held
Wars in which service was rendered

SIGNIFICANT CONTRIBUTIONS – STATE, NATIONAL AND INTERNATIONAL

Literary works published
Outstanding achievements – political, economic, social, educational, etc.
*Summarize this information in no less than eight pages to be submitted to the instructor.
*What aspects of his/her life appealed to you the most?
*Note the important biographies written on this person and relate who published each.
*Relate your personal reactions concerning the selected personality.

GRADES FOR THE BOOK REVIEWS ARE BASED ON:

Comprehensiveness
Delivery
Reactions to questions
Time allocation – 10 minutes: question and answer session, 5 minutes

BASIC STANDARDS FOR THE ORAL BOOK REVIEW

Display the book before the class.

Relate the complete name of your book.

Relate the author's complete name, place of publication, publisher, and copyright date.

Relate the number of chapters in the book as well as the number of pages.

Create/stimulate an interest for reading the book (Give the highlights, etc.).

Who would appreciate reading this book the most?

Leave the final draft of the book review with the instructor after the presentation.