



**Survey of United States History Since Reconstruction  
HIST 2112/CRN 80553 Fall 2015  
TR 5-6:15 P.M.**

**Instructor:** Jack Phelps  
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**Office Hours:** TR 6:30-7:45 P.M.

**Course Description:** A survey of U.S. History from the post-Civil War period to the present. The course focuses on the political, social, and cultural development of the modern United States with particular emphasis on the twentieth century.

**Welcome Historians!**

In this course we will be examining the major issues of the twentieth century and our modern world with an emphasis on the U.S. and its role as a world superpower. Some of the questions we will investigate include: “Why did we get involved in two World Wars? What were the effects of Jim Crow on the American moral fabric? Why did we emerge as the leading superpower? How democratic are we as a nation? Who were and are our best leaders? Who are our rivals today? What is our role in the world today?”

The world we live in is getting smaller. In other words, we are truly living in a globalized society. Therefore, it is crucial that we have an inquiring mind about our contemporary world and our past so we can answer these questions in order to think analytically. As a citizen of our globalized world, you will have to compete in a global marketplace. Therefore, having a toolkit that that enables you to analyze the past and present will give you a major advantage in the increasingly competitive marketplace. Those who have a broad knowledge and understanding of America’s role in the world and relations with other cultures will be a step ahead of the competition.

**Objectives:**

- Identify and describe basic chronologies of modern U.S. history.
- Identify and critically evaluate primary historical sources.
- Identify and evaluate conflicting historical interpretations of events and personalities.
- Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.

**Text:**

*Exploring American Histories Volume 2: Since 1865*, by Hewitt and Lawson.  
ISBN 978-1-4576-4196-1

**Testing format and Grading****Tests:**

There are four objective style tests in this class, including the final exam. Each one will contain multiple choice and short- answer questions. The material for the tests will come from my lectures, film clips, handouts and the textbook. You can find the material that will be covered on each test on the Study Guide for that test.

*Note: tests and quizzes are tentative and are subject to change per my discretion. I will, however, try my best to adhere to the schedule.*

**Test Schedule:**

Test 1 – September 15<sup>th</sup> (Units 1-2)  
Test 2 – October 15<sup>th</sup> (Units 3-4)  
Test 3 – November 12<sup>th</sup> (Units 5-6)  
Final Exam – December 8<sup>th</sup> (Comprehensive Including Unit 7)

**Quizzes**

There will be seven quizzes given in this course. I will drop your lowest quiz grade. See the schedule below for the tentative quiz dates. The quizzes will come from the same sources as the tests, and will encompass interpreting primary sources, maps, and historical concepts. You will be required to answer questions in the form of short-answer and paragraph format (except for the maps). I will ensure that we will have covered the material prior to the quiz. However, you are required to provide clear examples of material we have discussed in class. Guided reading handouts will account for at least three of your quizzes. You will be able to complete these at home.

**Quiz Schedule:**

Quiz 1-August 27<sup>th</sup> (Unit 1)  
Quiz 2- September 10<sup>th</sup> (Unit 2)  
Quiz 3-September 24<sup>th</sup> (Unit 3)  
Quiz 4- October 8<sup>th</sup> (Unit 4)  
Quiz 5- October 27<sup>th</sup> (Unit 5)  
Quiz 6-November 10<sup>th</sup> (Unit 6)  
Quiz 7-December 1<sup>st</sup> (Unit 7)

**Homework/Class Discussions/Participation**

We will have class discussions based on homework reading handouts, film clips, and the text. Everyone is required to do their assigned homework and participate in the discussions, as this portion of your grade counts for 30% of your final average.

**Grade Breakdown:**

Tests: 40% (Includes Final)

Quizzes: 30%

Homework/Class Participation: 30%

**\*\*Important\*\* If you miss more than three classes, your grade will be dropped one letter grade. If you miss a class and don't get the homework assignment, I do not give make-up work. Please don't ask for any missing assignments. Also, if you miss a quiz, the same applies (that will be the grade I drop). Your final average will suffer the consequences of missing class.**

**Thematic Learning Units:**

**Unit 1- Reconstruction, Western Expansion-Industrialism** (August 18<sup>th</sup>-27<sup>th</sup>)

Reconstruction; A Success? Roots of Jim Crow, Post Reconstruction Technology; R.R., Oil, and Steel, Consequences of American Industrial Growth.

**Unit 2-Immigration-Progressive Era** (September 1<sup>st</sup>-10<sup>th</sup>)

Impact of European Immigration on Urban America, Ellis Island and its Symbolism, Reforms in American Society; Muckrakers, Progressives, and Environmentalism, Jim Crow and its Effects.

**Unit 3-Imperialism-World War I**(September 15<sup>th</sup>-24<sup>th</sup>)

American Growth on the World Stage; Roots of a Superpower, Global Impact of U.S. Involvement in WWI, the Red Scare and Immigration Restriction.

**Unit 4-Roaring 20's-New Deal** (October 1<sup>st</sup>-October 8<sup>th</sup>)

Great Migrations and the Harlem Renaissance, American Iconography; Boom of Mass Consumerism, Crash and Burn; The Great Depression, Hope; F.D.R. and a New Deal.

**Unit 5-World War 2-Cold War** (October 15<sup>th</sup>-27<sup>th</sup>)

American Juggernaut; WW2 and the American Explosion, Superpower Showdown; Battle for Hearts and Minds (U.S. vs. U.S.S. R.)

**Unit 6-Civil Rights Movement-Vietnam** (October 29<sup>th</sup>-November 10<sup>th</sup>)

Eyes on the Prize; Change has Come, Vietnam; A Justifiable Conflict?

**Unit 7-America in the Present** (November 12<sup>th</sup>-December 1st )

Economic, Social, and Political Effects of Globalization Today, How Globalization Affects You and I, Technology and its Power, War on Terror, What Does It All Mean?

October 10<sup>th</sup> is the last day to withdraw from this course without academic accountability. I will post a midterm grade on the DUCK no later than October 7<sup>th</sup>. The midterm grade will reflect 30% of the entire course grade.

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, (678) 466-5445, [disabilityservices@mail.clayton.edu](mailto:disabilityservices@mail.clayton.edu)

### **The Fine Print**

#### **Computer Requirement:**

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to

<http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy>.

#### **Software Requirement:**

**To properly access the course content you will need to download the following free software:**

- Adobe Reader (needed to access files in PDF format): <http://get.adobe.com/reader/>
- Adobe Flash (needed to access video content): <http://get.adobe.com/flashplayer/>

#### **Computer Skill Prerequisites:**

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™ or Outlook Express™
- Able to attach and retrieve attached files via email
- Able to use a Web browser.

#### **In-class Use of Student Notebook Computers:**

Student notebook computers can be used to take notes in class. Computers will be required to access course materials and to communicate with your instructor.

#### **GeorgiaVIEW Desire2Learn (Online Classroom):**

On-line activity will take place in Desire2Learn, the virtual classroom for the course.

You can gain access to Desire2Learn, by signing on to the SWAN portal and selecting :”GaVIEW” on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at [TheHub@mail.clayton.edu](mailto:TheHub@mail.clayton.edu) or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor’s name.

#### **Course Policies:**

##### **General Policy**

Students must abide by policies in the [Clayton State University Student Resource 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.

##### **Course Attendance Policy**

Attendance is expected for all class periods. Attendance is required for quiz and examination periods. Any absence that results in a missed assignment must be accompanied by a written excuse from a doctor or other competent authority.

##### **Missed Work**

Without a valid excuse, a grade of zero points will be assigned for the missed work. If a valid excuse is provided:

- The final examination must be taken. Students missing the final examination should contact their instructor concerning the applicability of an [Incomplete grade](#).

##### **Academic Dishonesty**

Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty may be reported to the [Office of Community Standards](#). Judicial procedures are described in the [Student Resource Handbook](#) (Procedures for Adjudicating Alleged Academic Conduct Infractions beginning on page 16).

##### **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.

A more detailed description of examples of disruptive behavior and appeal procedures is provided at:

<http://www.clayton.edu/Portals/5/DisruptiveClassroomBehavior.pdf>

##### **Writing Assistance**

The Writers’ Studio 224 is located in the A&S building, room 224. There you can talk with trained writing consultants about your writing projects. They are available to work with you at any stage of your paper, from generating ideas to organizing your paper to understanding how to format it correctly. The service is free; you may drop in and wait for a consultant or sign up for a regular appointment. But remember: you, not your consultant, are ultimately responsible for the quality and content of the papers you submit.

Aside from meeting with consultants one-with-one, you can also participate in writing workshops. In these workshops, faculty and consultants will guide you in discussions and activities important to academic writing topics. You will be identify, analyze, integrate, and synthesize writing principles through a series of writing exercises. Remember that we are here to collaborate with you as you develop your own experiences as a student-writer.

Visit our website for more information: <http://clayton.edu/writersstudio>.

There you will find a link to register for appointments online: <http://clayton.mywconline.com>

You will need to do a one-time registration. Simply click on the “Click here to register” link once at MYWCONLINE.

