

THIS SYLLABUS SUPERCEDES ALL PREVIOUS VERSIONS AS OF AUGUST 2010

HIST 2112: United States History II
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Course Description: A survey of United States history from the post Civil War period to the present. This course covers the major social, economic, cultural, and political issues in American history since the Civil War. A particular emphasis is placed on the role of Georgia in the development of the nation.

Pre-requisites/Co-requisites: Exit Learning Support Reading & English

Learning Outcomes

Specifically, students who take History courses at Abraham Baldwin Agricultural College are expected to show competency in the following outcomes:

- 1) Demonstrate the ability to analyze historical documents.**
- 2) Identify Primary as opposed to Secondary documents/sources.**
- 3) Demonstrate the ability to extract relevant information from maps and graphs.**
- 4) Employ those facts and interpretations to extract primary arguments from primary and/or secondary sources.**

INSTITUTIONAL ABSENCE

A student who serves as an official representative of the college is defined as one who:

1. is authorized to use the college name in public relationships outside the institution;
2. regularly interacts with non-college individuals and groups over an extended period of time (at least one semester);
3. represents the college as a part of a group and not as an individual;
4. represents the college under the direct supervision of a college faculty or staff member; and
5. is authorized in writing, in advance, by the President of the college.

Such a student is in no way released from the obligations and responsibilities of all students, but will not be penalized with unexcused absences when absences result from regularly scheduled activities in which he/she represents the college.

Further, it is the responsibility of each student to contact instructors prior to the absence and to make arrangements to make up any work that will be missed, in a manner acceptable to the instructor. Advisors of activities will schedule off-campus activities in a manner that does not unduly disrupt the learning process for a student.

FOREWARNED IS FOREARMED!!! ALL ABAC POLICIES, ESPECIALLY THOSE REGARDING ACADEMIC MISCONDUCT, WILL BE STRICTLY ENFORCED! (See the ABAC Student Handbook at <http://www.abac.edu/ses/handbook/>)

PERSONAL ELECTRONIC MEDIA POLICY:

The ABAC faculty appreciate that many students live in an environment of virtually unlimited electronic connectivity through the use of Cellphones, BlackBerries, Bluetooth technology, I-Pods, MP3 players, and whatever new technology as will appear on the consumer market. Commensurate with this connectivity has been a dramatic increase in both the incidence and degree of academic misconduct committed by students across the nation. The very nature of these technologies render faculty unable to determine from any distance when these devices are activated and/or operating. What can be determined is that whether or not the devices are in use, the class instructor is not using them either to conduct lectures or to administer tests, quizzes or exams during the class meeting.

Therefore, it is the policy for each of my classes that use, intentional or otherwise, of any electronic media devices not prescribed by law or by medical professionals, (hearing aids) constitutes academic misconduct (cheating) on the part of the student. **ALL PERSONAL ELECTRONIC MEDIA USE IS PROHIBITED FOR THE DURATION OF MY PRESENCE IN THE CLASSROOM.** The devices are to be turned off AND put away so that they cannot be seen, viewed or used during the class meeting. **ANY USE OF SUCH DEVICES, INTENTIONAL OR OTHERWISE, WILL BE REGARDED BOTH AS CHEATING AND DISRUPTIVE BEHAVIOR. THE FIRST OFFENCE WILL RESULT IN THE LOSS OF TEN POINTS ON THE FINAL GRADE OF THE OFFENDER. A SECOND OFFENCE WILL RESULT IN A COURSE GRADE OF F FOR THAT STUDENT. ADDITIONALLY, A CELL PHONE GOING OFF DURING A TEST, QUIZ OR EXAM WILL RESULT ON A GRADE OF ZERO FOR THAT ASSIGNMENT. MULTIPLE OFFENCES WILL BE CONSIDERED A DELIBERATE PATTERN OF CHEATING AND DISRUPTIVE BEHAVIOR, AND WILL BE DEALT WITH AS SUCH.** See Section F.10 of the Student Handbook, at <http://www.abac.edu/ses/handbook/CodeofConduct.pdf>

Midterm Advisory Grades

Midterm Advisory Grades will be reported on Banner Web to any student who has a “C,” “D,” or “F” in any class. The number of class absences will be posted for all students. Advisory grades are not entered on the student’s permanent record. Students should note that these grades are advisory and will not necessarily reflect the final grade earned in a course. These grades are intended to provide students with information in order to improve their performance in the second half of the semester. Students are responsible for checking Banner Web when grades and absences have been reported. Students who receive grades should meet with their instructors to develop plans for success in the second half of the semester. Students should also take advantage of study groups and plan for ongoing conferences with instructors in order to monitor their progress. ABAC provides free tutorial assistance for most courses through the Academic Assistance Center (AAC); in addition to other academic support activities, students should work with their instructors to establish tutoring in the AAC.

If there is a student in this class who has specific needs because of learning disabilities or any other disability, please feel free to contact the instructor.

OBJECTIVE:

The Objective of this course is for the student to understand and analyze the history of the United States from the end of Reconstruction to the present. Successful completion of this course will enable the student to speak and write intelligently about each major aspect of the course material.

REQUIRED TEXTS & COURSE MATERIALS:

George Brown Tindall/ David E. Shi: America: A Narrative History Current Edition

The accompanying STUDY GUIDE is recommended, but not required.

THREE Scantron No. 882-E scantrons

FIVE Scantron No. 815-E scantrons

These scantrons will be delivered to the professor IN HIS OFFICE AND UNMARKED by the end of Week Two during regularly scheduled office hours.

This class will be conducted as a combination of discussion and lecture. I assume that you, as college students can and will read and understand the appropriate sections of the text before class. I will not repeat the textbook but expect that you will demonstrate your comprehension of the textbook on the examinations. If you read something that you do not understand, ask about it in class.

GRADING: GRADING: There will be two major true/false multiple choice tests, plus the final true/false multiple-choice exam, each of which count for 20% of the final grade. There will be a series of five quizzes given throughout the term, usually once every three weeks for a regular semester, or once a week during a Summer term. These will be averaged together, that average counting 20% of the final grade. These quizzes will test the student's knowledge of the U.S. Constitution, including all its articles and amendments. Additionally, each student will write a book review of some work dealing with American History since the end of Reconstruction. This book must be a minimum of 300 pages long. The exact topic chosen is left up to the individual students, (with certain exceptions,) and may be as broad or as narrow as the student considers reasonable, but the book must be approved by the instructor. (works of fiction are not acceptable for this assignment.) The student will hand in a **TYPED** book review proposal, with all relevant bibliographical information, (see the Book Review Format Sheet) no later than the end of class on the last class meeting in week Three. Failure to hand in this typed proposal will result in a loss of five points on the review grade for every day the proposal is late, including weekends. The Book Review will count 20% of the final grade, and will be completed in class on a book review form that will be handed out. The book review assignment will be completed in class sometime after the start of week Thirteen. Therefore, **THE STUDENT MUST BE PREPARED TO REVIEW THEIR SELECTED BOOK BY THE END OF WEEK THIRTEEN!**

(Alternate procedures will apply for Summer sessions, due to time constraints)

LATE BOOK REVIEWS WILL NOT BE ALLOWED!

You are also required to download a copy of this syllabus, and attest to your understanding and acceptance of its provisions by signing the student contract found on the last page. You will NOT be allowed to remain in the class if you fail to do so by the end of Week One.

ATTENDANCE POLICY**ATTENDANCE POLICIES SPECIFIC TO MY CLASSES:**

- A) You will be allowed a total of SIX unexcused absences. More than six will result in a grade of F for the class. Institutional absences, which are excused, are defined in the Student Handbook, and on the first page of this syllabus. There will be NO excused absences for my class that are **undocumented:**
- If you are sick, go see a Doctor, and get a receipt of your visit on letterhead.
 - If you have a relevant funeral, bring an obituary or a program.
 - If you have a flat tire or dead battery, bring a receipt, tire or battery.
 - If you have military service requirements, Law Enforcement or First Response obligations, speak to me in my office ASAP.
 - Family vacations, parties, sporting events, alarm clock failures, parking difficulties and Jail are NOT examples of excused absences.
- B) **YOU** have the responsibility of presenting the above documentation ASAP, **BUT ABSOLUTELY NO LATER THAN TWENTY FOUR HOURS AFTER YOU RETURN TO CLASS!** Failure to do so will result in the absence being unexcused, regardless of the reason.

- C) ALL discussions of excused/unexcused absences will take place in my office, not in the classroom. (see Office Hours)
- D) ALL MAKE-UP WORK SCHEDULING IS THE RESPONSIBILITY OF THE STUDENT UPON THEIR RETURN TO CLASS. SEE ME IN MY OFFICE.

A student penalized for excessive absences may appeal through the grade appeal process, as stated in ABAC's student handbook, at <http://www.abac.edu/ses/handbook/>

MY GRADEBOOK AND ATTENDANCE SHEETS ARE THE FINAL AND SUPREME ARBITER OF YOUR CLASSROOM ATTENDANCE. MAKE CERTAIN YOU ARE COUNTED PRESENT!!!

GRADING: is as follows:

90 - 100	=	A
80 - 89	=	B
70 - 79	=	C
60 - 69	=	D
Below 60	=	F

History 2112

Schedule of lecture topics (subject to change) and relevant text chapters
Tindall / Shi chapters

Week	Topic	
Week 1:	New South & New West	Ch. 19
Week 2:	The rise of "Big Business"	Ch. 20
Week 3:	Urbanization	Ch. 21 (quiz 1)
Week 4:	The "Gilded Age"	Ch. 22
Week 5:	American Imperialism	Ch. 23
Week 6:	Progressivism	Ch. 24 (Test One)
Week 7:	World War I	Ch. 25 (quiz 2)
Week 8:	The "Roaring Twenties"	Ch. 26
Week 09:	The Great Depression	Chs. 27 & 28 (Test Two)
Week 10:	World War II	Chs. 29 & 30 (quiz 3)
Week 11:	The Cold War, Truman & Eisenhower	Chs.31, 32 ,33
Week 12-13:	The Civil Rights Movement and the "Great Society"	Ch. 34 (quiz 4)
Week 13-14:	Vietnam, Nixon & Watergate	Ch. 35
Week 14-16:	From the Reagan Revolution To the Clinton Years	Chs. 36 & 37 (quiz 5) (Final Exam)

Book Review Format Sheet

This is the format with which all book reviews for this class will be written. Your reviews will be written in class, on a book review form that I will hand out. You should be prepared to write your review no later than the date specified in the syllabus. Any notes you take during your reading and preparation will be allowed for use in your review.

CITATION: This is the same information as you included in your proposal. Author of the book, title, place of publication, publishing house, date of publication, and the number of pages are all required.

SCOPE & THEME: This is where you state the topical and chronological limits of the book. What is the author talking about, and when did it happen historically?

THESIS: THIS IS THE MOST IMPORTANT PART OF A BOOK REVIEW! If you are not able to determine the author's thesis, then you cannot evaluate whether or not the author has proven that thesis. This is the definition of the thesis:

The thesis is the argument, or assertion, or conclusion that the author is trying to prove to the reader. **IT IS NOT THE SAME AS THE SCOPE & THEME!** A good way to determine the thesis is to read the introduction and conclusion first, (if applicable,) to see exactly what the author is talking about, and what arguments he or she makes about the chosen topic.

SUMMARY OF ARGUMENTS: This is where you explain the various points cited by the author in support of the thesis. You will have a limited amount of time and space to cover this section, so you should focus on the **MAIN POINTS** used by your author in proof of the thesis. If you use direct quotes from your author, enclosed them in quotation marks, and provide the page number, (in parentheses,) where the quote appears in the text.

EVALUATION: This is the part where **YOU** give **YOUR** impression of the book.. Was it clearly written, and easy to understand? Was it unclear, or vague? Did the author prove his or her thesis? Were maps, graphs, or glossaries provided to help in your understanding of the book? Whatever you contend in your evaluation, you should cite specific examples. For example, if the author uses verbose sentences, then provide an example.

STUDENT CONTRACT:

I have read and understand the terms of the course syllabus for Dr. Galt-Brown's HIST 2112 class. I agree to adhere to and abide by the requirements of this class as stated therein.

NAME (print) _____

STUDENT ID NUMBER _____

SIGNATURE _____

DATE _____

