

United States History 2112

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Course Description: This course is an intensive and highly interactive survey of the history of the United States from 1877 to the present. Students will also learn the skills used by professional historians as they seek to bring meaning and understanding about the past. Specifically, the course covers the rise of big business, the development of the frontier, the acquisition of an overseas empire, the Progressive Era, as well as the United States involvement in various wars and international affairs and events. Much attention will be focused on major social issues and consequences of the Roaring Twenties, the Great depression, the New Deal, the Civil Rights Movement, and other contemporary developments effecting America's overall development as a nation. Furthermore, this course will introduce students to the legacies of enduring personages who shaped American culture. 3 hours semester credit.

Prerequisites: ENGL 0099 and READ 0099

Learning Outcomes:

Demonstrate the ability to analyze and critique historical documents, including primary and secondary sources as well as qualitative and quantitative data and maps

Demonstrate an understanding of cause and effect relations, marshaling historical facts and data that will show such historical progression

Demonstrate the ability to place both facts and opinion in the appropriate context while interpreting a body of historical evidence

Content Objectives:

The objectives for this course are based upon national standards in American History.

The student will:

Understand how the rise of big business, heavy industry, and mechanized farming transformed American society

Understand massive immigration after 1870 and how new social patterns, conflicts and ideas of national unity developed amid growing cultural diversity

Understand the rise of American labor movement and how political issues reflected social and economic changes

Understand federal Indian policy and United States foreign policy after the Civil War

Understand how progressives and others addressed problems of industrial capitalism, urbanization, and political corruption

Understand the changing role of the United States in world affairs through World War I

Understand how the United States changed between the post-World War I years and the eve of the Great Depression

Understand the causes of the Great Depression and how it affected American society

Understand how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state

Understand the origins and course of World War II, the character of the war at home and abroad, and its re-shaping of the U.S. role in world affairs

Understand the economic boom and social transformation of post-World War II America
Understand the legacy of the New Deal in the post-World War II period
Understand the Cold war and the Korean and Vietnam conflicts in domestic and international politics
Understand the struggle for racial and gender equality and for the extension of civil liberties
Understand developments in foreign and domestic policies between the Nixon and Clinton presidencies
Understand the major social and economic developments in contemporary America

Specific Historical Skills and Outcomes:

Having completed this course, the student
Should be able to apply the historical method
Should be able to read various graphs, charts, and maps
Should be able to interpret information presented in photographs, cartoons, films,
Should be able to improve his library and basic research skills
Should be able to improve his expository writing skills.
Should be able to make sound inferences from demographical data
Should be able to develop basic map skills

Required Readings:

George B. Tindall and David E. Shi, *America: A Narrative History*, 7th ed., Vol II (New York: W.W. Norton & Co., 2008=7)
America Online Tutor (www.wwnorton.com/studyspace)
Lecture and Reading Supplements provided by instructors
Selected Websites assigned by instructors

Class Procedures:

Textbook. Your textbook is a reference and blueprint of the most general content of this course. To do well in this class you must read the textbook thoroughly and critically. Because I am unable to incorporate all of the essential facts and generalizations that explain many important topics, I must presume that you will glean that information from your assigned readings. Be an active reader. Always question the material; study the maps, graphs, charts, and photographs in the chapters; ask questions in class. Keep a positive attitude!

Learning environment: By approaching this course with an inquiring mind and with an abiding faith that something valuable is to be learned, you will appreciate the objectives for this course. I encourage your comments, insights, viewpoints, and questions as learning stimuli. This course will make use of appropriate audio-visual aids, instructional videos, lectures, discussion, the Internet, and the World Wide Web data banks.

Assignments: Students will receive a list of daily or weekly assignments. The completion of such assignments will also count towards your participation grade. Handouts are an academic courtesy provided by the instructor and ABAC. Students who consistently miss receiving handouts will have two days to acquire the ones they do not have.

Attendance:

Courses at Abraham Baldwin Agricultural College are provided for the intellectual growth and development of students. To attain maximum success, students must attend all their classes, be on time, and attend all scheduled course activities including, but not limited to, field trips, seminars, study sessions, individual conferences, and lectures. This interaction with instructors and other students is an important element of the learning process, and a high correlation exists between class attendance and course grades. A student must understand the importance of regular

participation in classroom and laboratory activities. The absence of any student affects not only his or her performance but the performance of the class as a whole. Absence from class, for whatever reason, does not excuse a student from full responsibility for class work or assignments missed. Students must accept this responsibility.

Instructors will keep accurate attendance records and must report the individual number of absences with midterm and final grades. Students whose number of unexcused absences is more than twice the number of class meetings per week (the equivalent of two weeks of instruction) will receive a grade of "F" for the course. Fewer absences than twice the number of class meetings per week may result in grade penalties at the discretion of the instructor. Specific attendance requirements applying to labs, clinics, accelerated classes or Learning Support will be adapted to the unique situation by the appropriate division. Final determination of what constitutes an excused absence rests with the classroom instructor. In implementing this Policy, faculty will not include in a student's unexcused absences those absences incurred due to authorized and approved College sponsored events (or in the case of joint-enrollment students high-school sponsored events) in which the student represents the institution as part of a group or under the direct supervision of a faculty or staff member. Whenever a student is absent, whether for official or personal reasons, the student must assume responsibility and provide notice to the instructor, preferably in advance, for making arrangements for any assignments and class work missed because of the absence. However, final approval for make up work remains with the individual instructor. A student who stops attending class without officially withdrawing from the course is subject to this attendance policy and will receive a grade of "F" for the course. At the beginning of each semester, instructors will explain clearly to their students specific attendance requirements (including possible penalties). Additionally, they will publish the attendance policy on their syllabi and web-sites. A student penalized for excessive absences may appeal through the grade appeal process, as stated in ABAC's college catalog and student handbook.

Classroom Protocol: Students should turn off cell phones or other electronic devices whose use have not been authorized by the instructor. Do not display cell phones or answer calls during class time. No student will be allowed to complete the homework of another course during class time. Students should take their restroom breaks before class begins; do not disrupt class by retrieving snacks from vending machines once class begins; Students are expected to come to class alert; sleeping in class and day dreaming are very immature behaviors that unacceptable in an environment as serious as a college classroom. Students must not leave class early without the instructor's permission; if you will be counted absence, if you leave before class is over.

Students who violate these rules will be reprimanded. If students continue violate any of these rules, the instructor will take appropriate steps to have them removed from the course. The classroom is considered hallowed ground. Despite these rules students will have numerous opportunities to engage in collaborative learning activities, which will allow them to network with their peers.

Warning: Students who are warned more than twice about text messaging or other cell phone interruptions will face withdrawal procedures to have them drop from this course. Unless a student has my permission to leave his or her phone activated in class, all devices, including phones, pagers, mp3 players, Ipods, or Laptop computers should be turned off the moment I walk into the run. If you are found in violation of the rule, I will warn you in writing via e-mail; furthermore, you will be told the consequences of your next violation of the rules.

Make-up examinations: Students who miss scheduled examinations will be allowed to take a make-up examination with a valid and compelling excuse. Unless one is hospitalized, dead, or the victim of a serious problem, there will be no make examinations. Of course, these rules are designed to give every student virtually the same testing conditions and opportunities. Also, unnecessary make-up examinations place unfair burdens on the instructor whose time is quite limited. You bring must documentations supporting the reason behind your absence.

Evaluation:

In-class examination= 70%

Note: Examination dates will be announced at least one week in advance; you will receive study guide material to help you focus your review for the test. Read every chapter thoroughly.

Class participation (in-class projects, attending course lectures, completing homework, viewing multimedia presentations, required class attendance, discussions, instructor observations, note-taking, taking examinations on time, quizzes, reading assignments, observations, etc.) 5%

Final Examination= 25%