

# Survey of U.S. History II

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Last Updated: Fri, 08/01/2025

**Course prefix:** HIST

**Course number:** 2112

**Section:** A

**CRN (you may add up to five):**  
89656

**Instructor First Name:** Christopher

**Instructor Last Name:** Lawton

**Semester:** Fall

**Academic year:** 2025

**Course description:**

This is a course about the long “American Century” and the social, political, environmental, and cultural developments that made and defined it. We will spend the semester learning to employ the tools of the historian, not only to think critically about the past but also to bring curious and open minds to an old story we think we’ve heard before. We will read closely, research carefully, and listen attentively and openly to multiple voices and differing points of view. Our goal is not simply to know what happened between the Civil War and the 21<sup>st</sup> century, but rather to explore that past through a series of themes and questions that might also prove useful for understanding something about the present.

**Course learning outcomes:**

Upon completing this course, students should be able to:

- Demonstrate knowledge of the major economic, social, political, and cultural events in American history from end of the Civil War to the present.
- Develop and apply historical methods for collecting, sifting, organizing, questioning, synthesizing, interpreting, and contextualizing a diverse array of complex material.
- Describe past events from multiple perspectives.
- Consider a variety of historical sources for credibility, position, perspective, and relevance.
- Explain and justify multiple causes of complex events and phenomena using conflicting sources.
- Recognize the ambiguity that history –and historical inquiry– requires.
- Generate substantive, open-ended questions about the past and develop research strategies to answer them.

- Craft well-supported historical narratives, arguments, and reports of research findings in a variety of media for a variety of audiences.

### **Required course materials:**

This course will include multiple days when we engage in group discussions of key texts. These texts will also appear on exams. In advance of each class discussion, please

- plan adequate time to read, make brief notes about, and thoughtfully consider the material,
- write and upload a paragraph-length Canvas discussion post (approximately 150-250 words) responding to the specific discussion prompt,
- and, after posting your own paragraph, reply in a few thoughtful sentences to the post of at least one other student.

All assigned texts are available through our Canvas Reading List, at assigned websites, or on the slides for this course. Please see the course calendar for details.

### **Grading policy:**

#### *Exams*

- Exam #1: 100pts
- Exam #2: 100pts
- Exam #3 (final): 120pts

#### *Local History Project*

- Topics/Groups: 5pts
- Oral history: 15pts
- Preliminary list of secondary sources: 5pts
- Annotated list of primary sources: 15pts
- Essay on secondary sources: 15pts
- Video script with discursive footnotes: 10pts
- 5-7-minute final video: 30pts
- Discussion posts on two other videos: 5pts

#### *Participation*

- Discussion posts for all assigned readings: 15pts
- Attendance and engaged participation: 15pts

### **Attendance policy:**

Regular class attendance is required, will be checked daily, and will be necessary to succeed in this course. You must be here for the entire class period to be counted as having

attended for that day. Everyone is allowed two no-questions-asked absences. More than two absences without approved written documentation will adversely affect your grade.

**Academic honesty/integrity statement:**

Students are expected to maintain the highest standards of academic integrity. All work submitted must be original and properly cited. Plagiarism, cheating, or any form of academic dishonesty will result in immediate consequences as outlined in the university's academic integrity policy.

**Core IMPACTS statement(s) (if applicable):**

*This is a Core IMPACTS course that is part of the Social Sciences area*

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion

*This is a Core IMPACTS course that is part of the Citizenship area*

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I prepare for my responsibilities as an engaged citizen?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will demonstrate knowledge of the history of the United States, the history of Georgia, and the provisions and principles of the United States Constitution and the Constitution of Georgia.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Critical Thinking
- Intercultural Competence
- Persuasion