

## **HIST 2111 syllabus**

Survey of US History I, HIST 2111, Section A, 3 credits

Fall 2026

In-person, Lecture course

### **Instructor information**

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### **General Course Information**

#### **Description**

This course will examine the social, political, and economic history of the United States to the post-Civil War period. Topics include, but are not limited to, colonial settlement, the American Revolution and the Constitution, antebellum expansion, slavery and the plantation economy, sectional conflict and the Civil War, and Reconstruction. This course includes study of Georgia history during this period.

#### **Course Learning Outcomes**

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 Political Science and U.S. History (Citizenship) area.

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

This course fulfills the Georgia Legislative Requirements (GLRs) in US History and Georgia History. See <https://undergradcurriculum.gatech.edu/glr/>.

### **Required course materials**

You will need to purchase (or rent) the following books:

Paul S. Boyer, *American History: A Very Short Introduction* (Oxford University Press, 2012), ISBN 978-0-19-538914-2

Theda Perdue, *The Cherokee Removal: A Brief History with Documents*, 3<sup>rd</sup> ed. (Bedford/St Martin's, 2016), ISBN 978-1-319-04902-7

**NOTE: This list of assigned books is tentative at this point, and it may change as late as April 28, 2026. Do not purchase these books before that date. If this list does change by then, the assigned number of books will still be two.**

### **Grading policy**

There will be four exams, each of which will constitute 25 percent of the course grade. Students will have the opportunity to earn extra credit on the multiple-choice exams by writing essays.

Your course grade will be determined according to the following scale, with no exceptions: 89.5 or above=A; 79.5 or above=B; 69.5 or above=C; 59.5 or above=D; below 59.5=F.

According to policy, grades at Georgia Tech are interpreted as follows:

- A Excellent (4 quality points per credit hour)
- B Good (3 quality points per credit hour)
- C Satisfactory (2 quality points per credit hour)
- D Passing (1 quality point per credit hour)
- F Failure (0 quality points per credit hour)

See <http://registrar.gatech.edu/info/grading-system> for more information about the grading system at Georgia Tech.

### **Description of graded components**

Three exams will be multiple choice, and one will be written.

### **Course policies**

#### **Attendance/participation**

Given the large size of this class, there will not be policies regarding attendance and participation. However, if you expect to do well in this class, you would be well served by attending on a regular basis.

#### **Academic integrity**

The Georgia Tech Honor Code (see <https://policylibrary.gatech.edu/student-affairs/academic-honor-code>) will be in effect for this course. For students, this means, in this course, that you will not collaborate with anyone while taking exams and while writing essays. Additionally, submitting an essay written by ChatGPT will be considered plagiarism, which violates the Georgia Tech Honor Code. For the instructor's part, a page of sample questions will be provided to students on Canvas for the first multiple-choice exam so that students can have an idea of what kind of questions to expect on the exam.

#### **Accommodations for Students with Disabilities**

Accommodations will be made for students with disabilities. These accommodations must be arranged in advance through the Office of Disability Services; see <https://disabilityservices.gatech.edu/>. Please also email the instructor with your accommodations letter and any issues or questions that you wish to discuss.

### **Student-Faculty Expectations Agreement**

At Georgia Tech we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See [this catalog page](#) for an articulation of some basic expectation that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while taking this class.

### **Extensions, late assignments, and missed exams**

Essays will only be accepted after the due date, and makeup exams will only be given, for illness, approved Institute activities, religious observances, family emergencies, or mandated court appearances, and documentation must be provided as verification.