

## **HIST 2112 syllabus**

Survey of US History II, HIST 2112, Sections A & SF, 3 credits

Summer 2026 (late summer session), online, asynchronous

### **Instructor information**

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Virtual office hours by appointment; regular Canvas chatroom sessions will be held (optional for students) on regularly scheduled dates and times (see course schedule).

### **General Course Information**

#### **Description**

This course will examine the social, political, and economic history of the United States since Reconstruction. Topics will include American industrialization, two World Wars, the Great Depression and the New Deal, the Cold War, the civil rights movement, and the United States at the dawn of the twenty-first century. The 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**

No textbook purchase is required. The following reading materials will be provided for free on Canvas.

(This list may change, if, for example, a link to a reading assignment ceases to function, but as of now the titles are: “The Reconstruction Era (1865–1877)”; “The Compromise of 1877 Ends Reconstruction”; “The New South”; “Henry Grady’s Vision of the New South”; “The Settling of the New West”; “The Rise of Big Business”; “Sherman Anti-Trust Act (1890)”; “Building Industrial America on the Backs of Labor”; “Gilded Age”; “Politics in the Gilded Age”; “The Chinese Exclusion Act”; “Segregation”; “American Imperialism in the late 19th and early 20<sup>th</sup> Centuries”; “Progressive Era”; “Pure Food and Drug Act Passed: On This

Day, 1906"; "World War I"; "The Sinking of the Lusitania"; "Eugene Debs, the Espionage Act, and the Election of 1920"; "The Open Door Policy and Immigration to 1928: The Red Scare"; "Harding, Coolidge, and Immigration"; "The Ku Klux Klan in the 1920s"; "Scopes Trial"; "American Fads and Craze: 1920s"; "The Crash of 1929"; "The Bonus Army"; "The First New Deal"; "The Second New Deal"; "The Mill Industry and Its Workers Created Modern Georgia"; "World War II"; "Attack on Pearl Harbor"; "The Home Front Selected Chronology" (WW II); "The Cold War"; "Baby Boomers"; "Interstate Highway System"; "Civil Rights Movement"; "Betty Friedan and the Women's Movement"; "Immigration and Nationality Act of 1965"; "The Vietnam War"; "Watergate"; "The Oil Shocks of the 1970s"; "Understanding the Legacy of Jimmy Carter"; "Conflict and Resolution (Iran Hostage Crisis)"; "The Reagan Years"; "Reaganomics"; "Emergence of the AIDS Crisis"; "Iran-Contra Affair"; "The End of the Cold War"; "U.S. Timeline - The 1990s: Prosperity as the World Turns"; "Bill Clinton and the New Economy"; "Olympic Games in 1996"; "September 11, 2001"; "U.S. Timeline - The 2000s: The War on Terrorism.")

Since this course is a Citizenship CORE Impacts course, the course must cover each of the eight following documents. Links to each of these documents, or excerpts from them, will be provided on Canvas. The documents are as follows:

- Declaration of Independence
- United States Constitution and Bill of Rights
- Articles of Confederation
- Federalist Papers
- Gettysburg Address
- Emancipation Proclamation
- Letter from Birmingham Jail
- Georgia Constitution and Bill of Rights

### **Grading policy**

There will be a quiz on the citizenship documents, two exams, and one essay assignment. The citizenship quiz will count for 10 percent of the course grade, each exam will count for 30 percent of the course grade, and the essay will count for 30 percent of the course grade.

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**

Since this is an online course, the quiz and exams will be administered on Canvas. The format will be multiple choice.

The essay will require students to summarize and, particularly, evaluate assigned readings, and students will submit the essay via Canvas. More details about this assignment will be provided via Canvas.

### **Course policies**

#### **Attendance/participation**

Since this is an online, asynchronous course, there are no requirements regarding attendance and participation. Students are responsible for listening to posted lectures, reading the assigned documents and essays, and examining the posted PowerPoints. The likely penalty for not doing so will be poor grades on exams and essays.

**However, if you do not login to the Canvas page for the course at least once by Thursday, July 9, by 12 PM EDT, then you will be reported to the Registrar's Office as non-participating, which may cause problems with your registration and, if applicable, financial aid.**

#### **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**

Makeup exams and an extension for the essay due date will only be allowed for illness, approved Institute activities, religious observances, family emergencies, or mandated court appearances, and documentation must be provided as verification.

**A schedule of dates for topics to be covered and reading assignments, as well as exam dates and the essay rubric and due date, will be posted on Canvas.**