



# PENSACOLA STATE COLLEGE

American History from 1877 - Section Syllabus

AMH 2020 - P1448

Spring 2025, Session A

**Instructor:** Tom Barber

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**Office Hours:** Mondays: 8:30-9:30, 1:00-4:00; Wednesdays: 8:30-9:30, 1:00-2:00; Main Campus, Building 14, Rm 1483 or by Zoom or phone during these hours.

**Department Head:** Mr. Scott Schackmann

**Department Head Phone:** (850) 484 - 1118

**Department Head Email:** [sschackmann@pensacolastate.edu](mailto:sschackmann@pensacolastate.edu)

**Final Exam Date:** TBD

**Last Date of Drop/Add:** January 16

**Last Date for Student to Withdraw:** April 7

**Course Description:** A survey of the history of the American experience from 1877 to the present. Emphasizes the growth of American industry and business and the social and economic reforms connected with that growth. Also emphasizes the emergence of the United States as a world power during the 20th century and the ramifications that rise has had on foreign and domestic policy.

**Class Meeting Time:** Mondays & Wednesdays 8:00am-9:15am

**Class Location:** Building 14 Room 1466

**Credits:** 3 cc

**Prerequisites:** Grade of C or better in ENC 1101C.

**Offered:** FA, SP, SU.

**Distribution:** Meets AA General Education, Social Sciences requirement. A writing emphasis course.

**Required Textbooks and Instructional Materials:** *America* Volume 2; 12<sup>th</sup> Edition; Brief; David Shi; Norton; 2022; 9780393882551

You can buy the book from the publisher here: <https://wnnorton.com/books/9780393882568>

I do not care where you buy the book, but you must have one. No exceptions.

**Supplemental Textbooks and Instructional Materials:** None

**Special Requirements:**

Writing Emphasis Requirement: A minimum of three fully developed, multi-paragraph, evaluated writing assignments, not including a final examination, are required.

Writing Emphasis Requirement: Instructors provide detailed feedback regarding the content, organization, and use of standard written English for each evaluated writing assignment.

Writing Emphasis Requirement: Instructors return each evaluated writing assignment to a student before submission of the next evaluated writing assignment.

Writing Emphasis Requirement: Only individual student work may count toward the minimum three evaluated writing assignments.

Writing Emphasis Requirement: Grading rubrics will be used for each evaluated writing assignment. These rubrics will be shared with each student.

Writing Emphasis Requirement: The grades earned on the writing assignments must reflect student performance in college-level writing and significantly impact the final course grade.

**Methods of Evaluation:**

At minimum, the instructor will cover content which aligns with statewide and institutional learning outcomes for the course. The instructor will measure student performance using the following:

<b>Grading Scale:</b>	
90% - 100%	A
87% - 89%	B+
80% - 86%	B
77% - 79%	C+
70% - 76%	C
67% - 69%	D+
60% - 66%	D
0% - 59%	F

<b>Grading Calculation</b>	
Quizzes (5)	25 pts
Essays (3)	75 pts
Exams (2)	50 pts

Totals	150 pts
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Evaluations of student progress towards achieving the stated learning outcomes and performance objectives is the responsibility of the instructor, within the policies of the College and the department. Detailed explanations are included in the course supplementals developed by the instructor for each section being taught.

Quizzes: There will be five short answer quizzes. Responses will be handwritten and turned in at the beginning of class. Due dates on the course calendar below.

Essays: There will be three essay questions based on primary sources provided by the instructor. These will be turned in on Canvas. Due dates on the course calendar below.

Exams: There will be two tests, a midterm and final exam. These are not cumulative. Exams must be completed in class or at the testing center. Due dates on the course calendar below.

**Student Expectations:** Students enrolled in this course can expect the following:

1. clearly identified course objectives;
2. productive class meetings;
3. a positive learning environment;
4. opportunities for appropriate student participation;
5. effective instruction;
6. positive and appropriate interactions;
7. assistance with meeting course objectives during and beyond class hours;
8. evaluation of student performance and appropriate and timely feedback; and
9. clear and well-organized instruction.

**General Education Student Learning Outcomes:**

**Critical Thinking:** The student analyzes, evaluates, and, if necessary, challenges the validity of ideas, principles, or data in order to develop informed opinions, probable predictions, or defensible conclusions.

**Communication:** The student effectively communicates knowledge and ideas.

**Cultural Literacy:** The student demonstrates an understanding of human culture and its diversity.

## Course Learning Outcomes:

1. Identify the key events in American history from the end of the Civil War to the present, including western expansion, the age of industry, the world conflicts of the 20th century, the Cold War, and the making of modern America.
2. Identify the individuals, groups, and various peoples who were instrumental in the growth and development of this country from the end of the Civil War to the present.
3. Trace the ideas, forces, and movements which made the United States a world power by the 20<sup>th</sup> century and explain how the United States responded to and participated in the global conflicts of the 20th century.
4. Analyze the problems Americans experienced in western expansion, the rise of industry, immigration, the Great Depression, two world wars, the Cold War, and the problems modern America faces.
5. Evaluate and compare the key events from this period in American history, especially as relates to cause and effect, and apply those lessons learned.
6. Communicate, using critical thinking skills, the key events and players in this period of American history.
7. Develop and demonstrate an understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government.
8. Develop and demonstrate an understanding of the United States Constitution and its application.
9. Develop and demonstrate knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-governance.
10. Develop and demonstrate an understanding of landmark Supreme Court cases, landmark legislation, and landmark executive actions and their impact on law and society.

## Academic Dishonesty Statement:

Pensacola State College is committed to upholding the highest standards of academic conduct. All forms of academic dishonesty, including plagiarism and cheating, are prohibited. Penalties for academic dishonesty include one or more of the following: awarding no credit on the assignment, reducing the course grade, or assignment of a final course grade of F and removal from the course.

**If I suspect plagiarism, or cheating, we will have a Zoom meeting regarding the material under question. My department head will be there. I will ask you to explain the material I've found problematic. The meeting is mandatory. If cheating, or plagiarism, is proven then I will submit a conduct report to the college, and you will receive a zero for this assignment. Continued evidence of cheating or plagiarism will be met with a course removal request.**

**Plagiarism involves using the words of others without proper citation; cheating involves using AI technology or OUTSIDE SOURCES. Students are expected to formulate answers from the material provided by the instructor and the textbook.**

**Student Email Accounts:**

Pensacola State College provides an institutional email account to all students enrolled in courses for credit. PirateMail is the official method of communication, and students must use PirateMail when communicating with the College. In cases where companion software is used for a particular class, email may be exchanged between instructor and student using the companion software.

**Flexibility:**

It is the intention of the instructor to accomplish the objectives specified in the course syllabus. However, circumstances may arise which prohibit the fulfilling of this endeavor. Therefore, this syllabus is subject to change. When possible, students will be notified of any change in advance of its occurrence.

**ADA Statement:**

Students with a disability that falls under the Americans with Disability Act or Section 504 of the Rehabilitation Act, it is the responsibility of the student to notify Student Resource Center for ADA Services to discuss any special needs or equipment necessary to accomplish the requirements for this course. Upon completion of registration with the Student Resource Center for ADA Services office, specific arrangements can be discussed with the instructor.

**Equity Statement:**

Pensacola State College does not discriminate against any person on the basis of race, ethnicity, national origin, color, gender/sex, age, religion, marital status, pregnancy, disability, sexual orientation, gender identity, or genetic information in its educational programs, activities, or employment. For inquiries regarding Title IX and the College's nondiscrimination policies, contact the Executive Director, Equal Opportunity Compliance at (850) 484-1759, Pensacola State College, 1000 College Blvd., Pensacola, Florida 32504.

**Security Statement:**

Pensacola State College is committed to encouraging all members of the College community to be proactive in personal safety measures. In case of emergency, students should ensure that they are aware of the building exit closest to each of their classrooms, as well as all alternative building exits in case circumstances require using a different route.

**Emergency Statement:**

In the case of severe weather or other emergency, the College administration maintains communication with appropriate state and local agencies and makes a determination regarding the cancellation of classes. Notices of cancellation will be made through the College's PSC Alert system and on the College's website.

**\*\*Attendance Policy: According to the Student Handbook: "Attendance" is mandatory. That means attending class regularly for the entire duration. Students who miss more than two classes, or habitually leave early/arrive late, will be referred to the Student Conduct office unless an adequate excuse is provided. Students who miss more than four classes may be subject to a withdrawal request.**

**Late Work: Late work suffers a two-point penalty unless an adequate excuse is provided. Late work will not be accepted a week after the assigned date.**

**Extra Credit: There is no extra credit. You can resubmit quizzes, or essays, if you turned them in on time for a higher grade. You have one week to resubmit.**

### **Class Sessions:**

We meet twice each week. I take attendance at each meeting. I will use the entire session, so do not plan to leave early. Attendance is mandatory and you are expected to remain in class the entire duration. Distractions and distractions (sleeping, snacking, talking, etc) will not be tolerated. Please excuse yourself from class and deal with these issues. Please silence phones and put headphones and earbuds away.

### **Week 1: 8/19-8/23**

- Topics: Introductions, The Era of Reconstruction, 1865–1877
- *Textbook Readings*: Chapter 15
- **Drop/Add ends 8/23**

### **Week 2: 8/26-8/30**

- Topics: The Era of Reconstruction, 1865–1877 continued
- *Textbook Readings*: Chapter 15
- **Quiz 1 Assigned (8/30)**

### **Week 3: 9/2-9/6**

- Topics: Business and Labor in the Industrial Era, 1860-1900
- *Textbook Readings*: Chapter 16
- **Quiz 1 Due (9/4)**
- **9/4 Essay 1 Assigned**

### **Week 4: 9/9-9/13**

- Topics: The New South and the New West, 1865-1900
- *Textbook Readings*: Chapter 17
- Use this week to write and edit your essay.

**Week 5: 9/16-9/20**

- Topics: Political Stalemate and Rural Revolt, 1865-1900
- *Textbook Readings*: Chapter 18
- **9/18: Essay 01—Due—Submit on Canvas**

**Week 6: 9/23-9/27**

- Topics: Seizing an American Empire, 1865-1913
- *Textbook Readings*: Chapter 19
- **Quiz 2 Assigned (9/27)**

**Week 7: 9/30-10/4**

- Topics: The Progressive Era, 1890-1920
- *Textbook Readings*: Chapter 20
- **Quiz 2 Due (10/2)**

**Week 8: 10/7-10/11**

- Topics: America and the Great War, 1914-1920
- *Textbook Readings*: Chapter 21
- **Midterm Study Guide Released**
- **Essay 2 Assigned 10/9**

**Week 9: 10/14-10/18**

- Topic: A Clash of Cultures during the 1920s
- *Textbook Readings*: Chapter 22
- **Midterm (10/16) In Class**

**Week 10: 10/21-10/25**

- Topics: The Great Depression and the New Deal, 1933-1939
- *Textbook Readings*: Chapter 23
- **Essay 2 Due 10/23. Submit on Canvas**

**Week 11: 10/28-11/1**

- Topic: The Second World War, 1933-1945
- *Textbook Readings*: Chapter 24
- **In Class Assignment (10/28) Counts as Quiz 3**
- **Quiz 4 Assigned (10/30)**

**Week 12: 11/4-11/8**

- Topic: The Cold War and the Fair Deal, 1945-1952
- *Textbook Readings*: Chapter 25
- **Quiz 4 Due (11/6)**

**Week 13: 11/11-11/15 (Veteran's Day 11/11--College Closed)**

- Topics: Affluence and Anxiety in the Atomic Age, 1950-1959
- *Textbook Readings*: Chapter 26
- **Quiz 5 —Assigned 11/13**

**Week 14: 11/18-11/22**

- Topics: New Frontiers and a Great Society, 1960-1968
- *Textbook Readings*: Chapter 27
- **Essay 3 Assigned (11/20)**
- **Quiz 5 Due 11/20**

**Week 15: 11/25-11/29 (Fall Break 11/27-12/1--College Closed)**

- Topics: Rebellion and Reaction, 1960s and 1970s
- *Textbook Readings*: Chapter 28
- **Essay 03 Assignment—Due 11/25—Submit on Canvas**

**Week 16: 12/2-12/6**

- Topic: Conservative Revival, 1977-2000, Twenty-First Century 2000-Present
- *Textbook Readings*: Chapters 29 & 30
- **Finals Study Guide Released**

**Finals Week: December 9-13**

**Wednesday December 11 from 8:00 to 10:00**