



## SYLLABUS

American History from 1877 – D9260

AMH 2020 - Section number

Spring 2025, Session A

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| <b>Instructor</b>                                     | Christopher J. Levesque, MSIS, PhD.  |
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| <b>Final Exam Date(s)</b>                             | May 3 - 8  |
| <b>Last Date of Drop/Add</b>                          | January 15   |
| <b>Last Date for Student to Withdraw</b>              | April 6  |
| <b>Class Location</b>                                 | Asynchronous Online  |
| <b>Prerequisite(s)</b>                                | Grade of C or better in <u>ENC 1101</u>  |
| <b>Course Description</b>                             | In this course, students will trace the history of the United States from the end of the Reconstruction Era to the Contemporary Era. Topics include, but are not limited to the rise of industrialization, the United States' emergence as an actor on the world stage, constitutional amendments and their impact, the Progressive Era, World War I, the Great Depression and New Deal, World War II, the Civil Rights Era, the Cold War, and the United States since 1989. |
| <b>Credits</b>  | 3 credit hours   |
| <b>Semester(s) Offered</b>                            | Fall, Spring, Summer   |
| <b>Course Designation(s)</b>                          | College Transfer. Meets AA General Education Core, Social Sciences requirement. A writing emphasis course. Satisfies the State of Florida civic literacy course requirement  |
| <b>General Education Core Course Standard</b>         | <b>Per Florida Statute 1007.25</b> , "Social science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues."   |
| <b>Required Textbooks and Instructional Materials</b> | <i>America</i> Volume 2 (Brief); David Shi; 9781324084891; 13th; Norton; 2022<br>The educational materials used in this course, including textbooks and ancillary materials, are intended for educational purposes only. All   |

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|   | opinions represent those of the author(s) and not necessarily those of Pensacola State College or the instructor.  |
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| <b>Minimum Requirements for Online Classes</b>                | Access to a Windows or Mac-based computer with a working webcam and microphone is required for this course. Mobile devices such as Androids, iPhones, iPads, or other tablets or Chromebooks are not recommended because of their limited functionality. Reliable, high-speed internet access is also required. <u>Specific browser and computer requirements for using Canvas, PSC's learning Management System.</u>  |
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| <b>Course Learning Outcomes</b>                               | <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>6. Communicate, using critical thinking skills, the key events and players in this period of American history.</li> <li>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.</li> <li>8. Develop and demonstrate an understanding of the United States Constitution and its application.</li> <li>9. Develop and demonstrate knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-governance.</li> <li>10. Develop and demonstrate an understanding of landmark Supreme Court cases, landmark legislation, and landmark executive actions and their impact on law and society.</li> </ol> |
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| <b>General Education Student Learning Outcomes</b>            | <ol style="list-style-type: none"> <li>1. <b>Critical Thinking:</b> 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.</li> <li>2. <b>Communication:</b> The student effectively communicates knowledge and ideas.</li> <li>3. <b>Cultural Literacy:</b> Demonstrate an understanding of human culture.</li> </ol>  |
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| <b>General Education Writing Emphasis Course Requirements</b> | <ol style="list-style-type: none"> <li>1. All writing used to fulfill the writing emphasis requirement must possess the five characteristics of college-level writing: 1) have a clearly identified central idea or thesis; 2) provide adequate support for the idea; 3) be organized clearly and logically; 4) show awareness of the</li> </ol>   |

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|  | <p>conventions of standard written English; and 5) be formatted in an appropriate fashion for the assignment.</p> <ol style="list-style-type: none"> <li>2. A minimum of four (4) evaluated assignments, which may include the final exam, is required. Because an extensive amount of writing is intended by Rule 6A-10.030, F.A.C., additional writing assignments may be used to satisfy this requirement.</li> <li>3. The grades earned on the writing assignments must reflect student performance in</li> <li>4. college-level writing and significantly impact the final course grade.</li> <li>5. All sections of a course must meet all requirements.</li> <li>6. Instructors provide detailed feedback regarding the content, organization, and use of standard written English for all writing used to satisfy the requirement.</li> <li>7. Instructors return each evaluated writing assignment to a student before the submission of the next evaluated writing assignment, with the exception of a final exam used to satisfy the requirement.</li> <li>8. Only individual, original student work counts toward the extensive writing requirement; AI or machine-written content is not accepted.</li> <li>9. The grading rubrics used for each writing assignment will be shared with students and will be uniformly applied as the assessment instrument in all sections of a course.</li> </ol> |
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### Student Assignments, Assessments, and Grading Calculation

#### Reading Assignments:

- Shi, D. E., Berry, D. R., Crespino, J., & Taylor, A. M. (2022). *America a narrative history* (13th ed., Vol. 2). W.W. Norton and Company.
  - Chapter 16 Big Business and Organized Labor, 1860–1900
  - Chapter 17 Myths and Realities: The South and the West, 1865–1900
  - Chapter 18 Society and Politics in the Gilded Age, 1865–1900
  - Chapter 19 Seizing an American Empire, 1865–1913
  - Chapter 20 The Progressive Era, 1890–1920
  - Chapter 21 America and the Great War, 1914–1920
  - Chapter 22 A Clash of Cultures, 1920–1929
  - Chapter 23 New Deal America, 1929–1939
  - Chapter 24 The Second World War, 1933–1945
  - Chapter 25 The Cold War and the Fair Deal, 1945–1952
  - Chapter 26 Affluence and Anxieties, 1950–1959
  - Chapter 27 New Frontiers, 1960–1968
  - Chapter 28 Rebellion and Reaction, the 1960s and 1970s
  - Chapter 29 Freedom and Individualism in 1980s America
- Carnegie, A. (1889). The Gospel of Wealth. In J. Locke and B. Wright (Eds.), *The American Yawp Reader*. Stanford University Press.
- Wyman, Lillie. B. C. (1888, September). Studies of Factory Life: Among the Women. *The Atlantic*, <https://www.theatlantic.com/magazine/archive/1888/09/studies-of-factory-life-among-the-women/523152/>
- Grady, H. (1886). The New South. In J. Locke and B. Wright (Eds.), *The American Yawp Reader*. Stanford University Press.
- Las Gorras Blancas. (1890). *Platform*. Zinn Education Project. <https://www.zinnedproject.org/news/tdih/las-gorras-blancas-platform>
- Jackson, H. H. (1881). A Century of Dishonor. In J. Locke and B. Wright (Eds.), *The American Yawp Reader*. Stanford University Press.
- Lloyd, H. D. (1894). Wealth against commonwealth. W. W. Norton. <https://www.norton.com/college/history/foner2/contents/ch16/documents10.asp>
- O'Donnell, E. (1897, October). Women as Bread Winners--the Error of the Age. *American Federationist*.

- Beveridge, A. J. (1898). March of the Flag. National Humanities Center. <https://nationalhumanitiescenter.org/pds/gilded/empire/text5/beveridge.pdf>
- James, W. (1903). The Philippine Question. In J. Locke and B. Wright (Eds.), *The American Yawp Reader*. Stanford University Press.
- Rauschenbusch, W. (1907) Christianity and the Social Crisis. In J. Locke and B. Wright (Eds.), *The American Yawp Reader*. Stanford University Press.
- Wilson, W. (1917, April 2). *Address to Congress Requesting a Declaration of War Against Germany* [Speech transcript]. Wilson Center. <https://millercenter.org/the-presidency/presidential-speeches/april-2-1917-address-congress-requesting-declaration-war>
- La Follette, R. M. (1917, April 4). *Senate Speech Opposing War* [speech transcript]. Hanover. <https://history.hanover.edu/courses/excerpts/336lafollette.html>
- Harding, W. G. (1920, May 14). *Return to Normalcy* [speech transcript]. In J. Locke and B. Wright (Eds.), *The American Yawp Reader*. Stanford University Press.
- Page, E. W. (1922). A Flapper's Appeal to Parents. In J. Locke and B. Wright (Eds.), *The American Yawp Reader*. Stanford University Press.
- Le Sueur, M. (1932). Women on the Breadlines. University of Texas at Arlington. <https://websites.uta.edu/hunnicut/reading-list/meridel-le-sueur-women-on-the-breadlines/>
- Hoover, H. (1932). The New Deal [speech transcript]. In J. Locke and B. Wright (Eds.), *The American Yawp Reader*. Stanford University Press.
- Roosevelt, F. D. (1933). First Inaugural Address [speech transcript]. OUP Learning Link. [https://learninglink.oup.com/access/content/schaller-3e-dashboard-resources/document-franklin-d-roosevelt-first-inaugural-address-march-3-1933?previousFilter=all\\_resources](https://learninglink.oup.com/access/content/schaller-3e-dashboard-resources/document-franklin-d-roosevelt-first-inaugural-address-march-3-1933?previousFilter=all_resources)
- Anonymous. (1936, February). [Letter to Franklin D. Roosevelt and Eleanor Roosevelt]. In D. E. Shi and H. A. Mayer, *For the Record: A Documentary History of America* (p. 210). W. W. Norton.
- Hardin, M. A. (n.d.). [Letter to Eleanor Roosevelt]. In D. E. Shi and H. A. Mayer, *For the Record: A Documentary History of America* (p. 210-211). W. W. Norton.
- T, J. (1935, May 10). [Letter to Eleanor Roosevelt]. In D. E. Shi and H. A. Mayer, *For the Record: A Documentary History of America* (p. 209). W. W. Norton.
- Randolph, A. P. (1941, March 18). [Letter to Walter White]. In J. Locke and B. Wright (Eds.), *The American Yawp Reader*. Stanford University Press.
- Exec. Order No. 8802. (1941). National Archives. <https://www.archives.gov/milestone-documents/executive-order-8802>
- Novikov, N. (1946). Response to the Long Telegram. Alpha History. <https://alphahistory.com/coldwar/novikov-responds-long-telegram-1946/>
- Kennan, G. F. (1947). The Sources of Soviet Conduct. OUP Learning Link. [https://learninglink.oup.com/access/content/schaller-3e-dashboard-resources/document-george-f-kennan-the-sources-of-soviet-conduct-foreign-affairs-july-1947?previousFilter=all\\_resources](https://learninglink.oup.com/access/content/schaller-3e-dashboard-resources/document-george-f-kennan-the-sources-of-soviet-conduct-foreign-affairs-july-1947?previousFilter=all_resources)
- Garcia, J. (1952). Migrant Labor. In J. Locke and B. Wright (Eds.), *The American Yawp Reader*. Stanford University Press.
- Hernandez v Texas. (1954). In J. Locke and B. Wright (Eds.), *The American Yawp Reader*. Stanford University Press.
- Kennedy, J. F. (1961). Special Message of the Congress on Urgent National Needs [speech transcript]. The American Presidency Project. <https://www.presidency.ucsb.edu/documents/special-message-the-congress-urgent-national-needs>
- Friedan, B. *The Feminist Mystique*. (1994). In P.B. Levy (Ed.) *100 Key Documents in American democracy* (pp. 431-36). Greenwood.
- Garcia, G. M. (1969/2012). *Interview by J. M. Hernandez* [transcript]. American Folklife Center at the Library of Congress. In J. Locke and B. Wright (Eds.), *The American Yawp Reader*. Stanford University Press.
- National Advisory Commission on Civil Disorders. (1968). *Report of the National Advisory Commission on Civil Disorders*. In J. Locke and B. Wright (Eds.), *The American Yawp Reader*. Stanford University Press.
- Fortunate Eagle, A. (1969). Occupation of Alcatraz. In J. Locke and B. Wright (Eds.), *The American Yawp Reader*. Stanford University Press.

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| <ul style="list-style-type: none"> <li>Schlafly, P. (1972, January 1). <i>What's Wrong with Equal Rights for Women?</i> [speech transcript]/ Archives of Women's Political Communication. <a href="https://awpc.cattcenter.iastate.edu/2016/02/02/whats-wrong-with-equal-rights-for-women-1972/">https://awpc.cattcenter.iastate.edu/2016/02/02/whats-wrong-with-equal-rights-for-women-1972/</a></li> <li>Reagan, R. (1983). <i>Remarks at the annual Convention of the National Association of Evangelicals</i> [speech transcript]. <a href="https://teachingamericanhistory.org/document/speech-to-the-national-association-of-evangelicals/">https://teachingamericanhistory.org/document/speech-to-the-national-association-of-evangelicals/</a></li> </ul>  |                   |
| <p>Quizzes</p> <p>All quiz assessments are from <i>America: A Narrative History</i></p>  | <p><b>20%</b></p> |
| <p>Discussions</p> <p>Discussion 1</p> <p>Using <i>America: A Narrative History</i> Chapter 16, Carnegie (1889), and Wyman (1888), students will respond to a discussion prompt related to the growth of labor unions.</p> <p>Primary Source Discussion 1</p> <p>Students will summarize a primary source (Grady, Las Gorras Blancas, or Jackson) and using <i>America: A Narrative History</i> Chapter 17, explain how it relates to the time period.</p> <p>Discussion 2</p> <p>Using <i>America: A Narrative History</i> Chapter 19, Beveridge, and James, students will respond to a discussion prompt about the Spanish American War and the place of the United States in the world.</p> <p>Reflection Discussion 1</p> <p>Students will reflect on the elements of Using <i>America: A Narrative History</i> Chapter 20 and Rauschenbusch (1907) that they found the most interesting or surprising about the period.</p> <p>Discussion 3</p> <p>Using <i>America: A Narrative History</i> Chapter 21, Wilson (1917) and La Follette (1917), students will respond to a prompt related to the American entry into World War I.</p> <p>Primary Source Discussion 2</p> <p>Students will summarize a primary source (Harding, DuBois, or Page) and using <i>America: A Narrative History</i> Chapter 22, explain how it relates to the time period.</p> <p>Discussion 4</p> | <p><b>30%</b></p> |

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| <p>Using <i>America: A Narrative History</i> Chapter 24, Randolph (1917), and Executive Order 8802, students will respond to a prompt related to the effects of World War II on the civil rights of Americans.</p> <p>Reflection Discussion 2</p> <p>Students will reflect on the elements of <i>Using America: A Narrative History</i> Chapter 25, Novikov (1946), and Kennan (1947) that they found the most interesting or surprising about the period.</p> <p>Discussion 5</p> <p>Using <i>America: A Narrative History</i> Chapter 27, Garcia (1952), Hernandez v Texas, and Kennedy (1961), students will respond to a prompt related to Kennedy’s conception of the New Frontier.</p> <p>Primary Source Discussion 3</p> <p>Students will summarize a primary source (Schlafly or Reagan) and using <i>America: A Narrative History</i> Chapter 28, explain how it relates to the time period.</p> <p>Discussion 6</p> <p>Using <i>America: A Narrative History</i> Chapter 29, Clinton (1993/2000), and Bush (2001), students will respond to a prompt related to the effects of global terrorism on American society.</p> |            |
| <p>Writing Assignment – Essay 1</p> <p>Essay one requires students to read O’Donnell, E. (1897, October) and <i>America: A Narrative History</i> to write an analysis of O’Donnell’s arguments within the historical context of the 1890s and to explain what it can help readers understand about the period.</p>   | <b>10%</b> |
| <p>Writing Assignment – Essay 2</p> <p>Essay two requires students to read <i>America: A Narrative History</i> and three letters sent to Franklin Delano Roosevelt and Eleanor Roosevelt during the Great Depression. They will write an analysis of what the letters reveal about the Great Depression and the New Deal, and what they can help readers understand about the limits of the New Deal, how Americans viewed the Roosevelts, and how Americans viewed the New Deal.</p>  | <b>10%</b> |
| <p>Writing Assignment – Essay 3</p>  | <b>10%</b> |

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| <p>Essay three requires students to read an excerpt of Friedan, <i>The Feminine Mystique</i> and <i>America: A Narrative History</i>. They will write an analysis of Friedan’s arguments and explain what they show about changes in American society during the post-war period.</p> |  |                   |
| <p>Unit Exams<br/> Midterm Exam (America: A Narrative History, Chapters 16-22)<br/> Final Exam (America: A Narrative History, Chapters 23-28)</p>   |  | <p><b>50%</b></p> |
| <b>Total</b>  |  | <b>100%</b>       |
| <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>Student Expectations</b>   | <p>Students enrolled in this course can expect the following:</p> <ol style="list-style-type: none"> <li>1. clearly identified course objectives;</li> <li>2. productive class meetings;</li> <li>3. a positive learning environment;</li> <li>4. opportunities for appropriate student participation;</li> <li>5. effective instruction;</li> <li>6. positive and appropriate interactions;</li> <li>7. assistance with meeting course objectives during and beyond class hours;</li> <li>8. evaluation of student performance and appropriate and timely feedback;</li> <li>9. clear and well-organized instruction.</li> </ol>  |                   |
| <b>AI Statement for Writing Emphasis Courses</b>  | <p>Because writing emphasis courses focus on the foundational skills of critical thinking, rhetorical awareness, and information literacy, the work presented by students must be original. As such, the use of generative AI for graded assignments is prohibited unless specifically authorized by the instructor. The instructor reserves the right to assign a failing grade to an assignment determined to exhibit markers of generative AI use. In such instances, the student may challenge the failing grade and is responsible for demonstrating the originality of a submitted text. Continued registration in the course will be understood as acceptance of this policy.</p> |                   |
| <b>Academic Dishonesty Statement</b>  | <p>Pensacola State College is committed to upholding the highest standards of academic conduct. All forms of academic dishonesty, to include plagiarism and cheating, are prohibited. Penalties for academic dishonesty include but are not limited to one or more of the following: the awarding of no credit on the assignment, a reduction in the course grade, or the assignment of a final course grade of F and removal from the course. See the College Catalog for more details: <a href="#">Academic Integrity</a></p>  |                   |

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| <b>ADA Statement</b>                   | Students with a disability that falls under the Americans with Disability Act Amendments Act of 2008 or Section 504 of the Rehabilitation Act should contact the Student Resource Center for ADA Services to discuss academic accommodations. Appropriate academic accommodations are determined on an individual basis with careful consideration of the course learning outcomes and the documentation of the disability. For more information, students should visit the Student Resource Center for ADA Services on the Pensacola campus in building 6, room 603; call 850-484-1637; email <a href="mailto:ADAservices@pensacolastate.edu">ADAservices@pensacolastate.edu</a> ; or complete the online intake form in the ADA Services app within the MyPSC apps dashboard. |
| <b>Emergency Statement</b>             | 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.   |
| <b>Flexibility Statement</b>           | 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.   |
| <b>Non-Discrimination Statement</b>    | Pensacola State College does not discriminate against any person on the basis of race, color, ethnicity, religion, sex (as defined by applicable federal and state law), national origin, age, disability, genetic information, pregnancy, or marital status in its educational programs, activities, or employment. For inquiries regarding the College's nondiscrimination policies, contact the Civil Rights Compliance Officer at (850) 484-1759, Pensacola State College, 1000 College Blvd., Pensacola, Florida 32504.  |
| <b>Security Statement</b>              | 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.   |
| <b>Student Email Account Statement</b> | 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.   |
| <b>Late Policy</b>                     | This is not a correspondence course. Assignments submitted after the due date will be assessed a late penalty of one letter grade per day. If you request to submit assignments more than seven days after the due date, you will need to meet with the instructor to discuss why the assignment should be accepted. Late assignments will not be accepted after the last day of  |

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|  | class, and students may not submit multiple late assignments together at the end of the class. No emailed assignments will be accepted. |
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