



# PENSACOLA STATE COLLEGE

**SYLLABUS**  
**American History from 1877**  
**AMH 2020 D9050**  
**Summer 2026, Session A**

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| <b>Instructor</b>                             | Tom Barber   |
| <b>Office</b>                                 | <b>Pensacola Campus, Building 14, Room 1483</b>  |
| <b>Phone</b>                                  | 850-484-2137   |
| <b>Email</b>                                  | <a href="mailto:tbarber@pensacolastate.edu">tbarber@pensacolastate.edu</a>   |
| <b>Office Hours</b>                           | Monday and Wednesday: 9:30-11:30; 1:00-4:00--Tuesday and Thursday: 8:30-9:30   |
| <b>Department Head</b>                        | Mr. Scott A. Schackmann  |
| <b>Department Head Office</b>                 | Pensacola Campus, Building 14, Room 1461A  |
| <b>Department Head Phone</b>                  | 850-484-1118   |
| <b>Department Head Email</b>                  | sschackmann@pensacolastate.edu   |
| <b>Last Date of Drop/Add</b>                  | May 14   |
| <b>Last Date for Student to Withdraw</b>      | July 13  |
| <b>Final Exam Date</b>                        | <b>Aug 3 - 7</b>   |
| <b>Class Meeting Time</b>                     | <b>Online</b>  |
| <b>Class Location</b>                         | Online   |
| <b>Prerequisite</b>                           | Grade of C or better in ENC 1101   |
| <b>Course Description</b>                     | Students will trace the history of the United States from the end of the Reconstruction Era to the Contemporary Era. Topics include, the rise of industrialization, the United States' emergence as an actor on the world stage, constitutional amendments, 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>Credit Hours</b>                           | 3 credit hours   |
| <b>Semesters Offered</b>                      | Fall, Spring, Summer   |
| <b>Course Designations</b>                    | College Transfer. Meets AA General Education Core, Social Sciences requirement. A writing emphasis course.   |
| <b>General Education Core Course Standard</b> | <b>Per Florida Statute 1007.25, "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>  |

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| <b>Required Textbooks and Instructional Materials</b> | <p><i>America</i> Volume 2 (Brief); David Shi; 9781324084891; 13th; Norton; 2022<br/>         Chapters 15 – 30, all sections</p> <p>The educational materials used in this course, including textbooks and ancillary materials, are intended for educational purposes only. All opinions represent those of the author(s) and not necessarily those of Pensacola State College or the instructor.</p> |
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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 20th 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> |
| <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> The student demonstrates an understanding of human culture.</li> </ol>  |

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| <b>General Education<br/>Writing Emphasis<br/>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 conventions of standard written English; and 5) be formatted in an appropriate fashion for the assignment.</li> <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 college-level writing and significantly impact the final course grade.</li> <li>4. All sections of a course must meet all requirements.</li> <li>5. Instructors provide detailed feedback regarding the content, organization, and use of standard written English for all writing used to satisfy the requirement.</li> <li>6. 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>7. Only individual, original student work counts toward the extensive writing requirement; AI or machine-written content is not accepted.</li> <li>8. 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> |
| <b>Student Assignments, Assessments, and Grading Calculation</b>      |   |

Reading Assignments:

*America* 13th Edition (Brief)

- "The Era of Reconstruction"
- "Business and Labor in the Industrial Era"
- "The Gilded Age"
- "Seizing an American Empire"
- "The Progressive Era"
- "America and the Great War"
- "A Clash of Cultures"
- "The Great Depression and the New Deal"
- "World War II"
- "The Cold War and the Fair Deal"
- "Affluence and Anxiety"
- "New Frontiers and a Great Society"
- "Rebellion and Reaction"
- "Conservative Revival"
- "Twenty-First-Century-America"

Primary Sources: (provided by the instructor)

- Andrew Carnegie on “The Triumph of America” (1885), 1-5.
- Jacob Riis, *How the Other Half Lives: Studies Among the Tenements of New York*, 1-5.
- David E. Shi and Holly A. Mayer, *For the Record: A Documentary History of America: From Reconstructions Through Contemporary Times*, 6<sup>th</sup> ed., vol. 2, 209-211.
- Walter Lippmann, *The Cold War: A Study in US Foreign Policy* (New York: Harper & Brothers, 1947), 29-39, 58-59
- George F. Kennan, “The Sources of Soviet Conduct” in *Foreign Affairs* 25, 241-42.

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| <p><b>7 Lecture/Reading Quizzes (3 points each)</b><br/>All quiz assessments are from <i>America</i> and lecture notes.</p>   | <p><b>21 points</b></p> |
| <p><b>2 Exams (10 points each)</b><br/>Exams based on readings from <i>America</i> and lecture notes.</p>   | <p><b>20 points</b></p> |
| <p><b>Writing Assignment 1 – Andrew Carnegie and Jacob Riis</b><br/>In this essay students compare competing notions of American progress and consider how the context of the Gilded Age shaped the positions articulated by each author.</p> | <p><b>20 points</b></p> |
| <p><b>Writing Assignment 2 – Considering the New Deal</b><br/>Students analyze three letters written to the Roosevelts to understand how New Deal programs affected average people.</p>   | <p><b>20 points</b></p> |
| <p><b>Writing Assignment 3 –George Kennan and Walter Lippman</b><br/>Students consider the arguments for and against, containing the Soviet Union on a global scale.</p>  | <p><b>19 points</b></p> |

| Grade = points earned/Divided by |          | 100 points |
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| <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          |
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| <b>Student Expectations</b>                      | Students enrolled in this course can expect the following: <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> | 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. |
| <b>Academic Dishonesty Statement</b>             | Pensacola State College is committed to upholding the highest standards of academic conduct. All forms of academic dishonesty, which 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>   |
| <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  |

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|                              | 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.  |

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| <b>Non-Discrimination Statement</b>    | Pensacola State College does not discriminate against any person on the basis of race, color, national origin, sex, disability, age, ethnicity, religion, marital status, pregnancy, sexual orientation, gender identity or genetic information in its programs, activities, and employment. For inquiries regarding the College's nondiscrimination policies, contact the Executive Director of Equal Opportunity Compliance, 1000 College Blvd., Building 5, Pensacola, Florida 32504, 850.484.1759.   |
| <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>Attendance</b>                      | <p>According to the Student Handbook: "Attendance" is mandatory. That means attending class regularly for the entire duration. All work handed in after <b>three unexcused absences will receive only a C or lower</b>. All work turned in after <b>four tardies</b> will receive only a C or lower. Please communicate with me in advance if you plan on being absent, arriving late, or leaving early.</p> <p>Four weeks with no substantive contact (i.e. completed assignments, not merely a promise to do the work) may result in your removal from class.</p> <p>Excessive excused absences (5) will result in a Zoom meeting where we discuss how you plan on being successful in a class you can't attend.</p> |
| <b>Class Behavior</b>                  | <p>We meet twice each week. I take attendance at each meeting. I will use the entire session. Do not plan to leave early. Attendance is mandatory and you are expected to remain in class for the entire duration. Distractions (sleeping, snacking, talking, etc) will not be tolerated.</p> <p>Please excuse yourself from class and deal with these issues. Please silence phones and put headphones and earbuds away.</p>  |

**Week 1: 1/12—1/16**

- Topics: Introductions, The Era of Reconstruction, 1865–1877
- *Textbook Readings*: Chapter 15
- **Drop/Add ends 1/15**

**Week 2: 1/19—1/23 (Martin Luther King Day, PSC closed on 1/19)**

Topics: Business and Labor in the Industrial Era, 1860-1900

- *Textbook Readings*: Chapter 16

**Week 3: 1/26—1/30** Topics: The New South and the New West, 1865-1900

- *Textbook Readings*: Chapter 17
- **Quiz 1 due 1/30**

**Week 4: 2/2—2/6**

- Topics: Political Stalemate and Rural Revolt, 1865-1900
- *Textbook Readings*: Chapter 18
- **Essay 1 Assigned**

- **Quiz 2 due 2/6**

**Week 5: 2/9—2/13**

- Topics: Seizing an American Empire, 1865-1913
- *Textbook Readings:* Chapter 19
- **Essay 1 Due (2/13)**

**Week 6: 2/16—2/20**

- Topics: The Progressive Era, 1890-1920
- *Textbook Readings:* Chapter 20
- **Quiz 3 due 2/20**

**Week 7: 2/23—2/27**

- Topics: America and the Great War, 1914-1920
- *Textbook Readings:* Chapter 21
- **Midterm Study Guide Released**

**Week 8: 3/2—3/6**

- Topic: A Clash of Cultures during the 1920s
- *Textbook Readings:* Chapter 22
- **Midterm Exam (In-Class 3/5)**

**Week 9: 3/9—3/13**

- Topics: The Great Depression and the New Deal, 1933-1939
- *Textbook Readings:* Chapter 23
- **Essay 2 Assigned**
- **Quiz 4 due 3/13**

**Week 10: 3/16—3/22 Spring Break**

**Week 11: 3/23—3/27**

- Topic: The Second World War, 1933-1945
- *Textbook Readings:* Chapter 24
- **Essay 2 Due 3/27**

**Week 12: 3/30—4/3**

- Topic: The Cold War and the Fair Deal, 1945-1952
- *Textbook Readings:* Chapter 25
- **Quiz 5 due 4/3**

**Week 13: 4/6—4/10**

- Topics: Affluence and Anxiety in the Atomic Age, 1950-1959
- *Textbook Readings:* Chapter 26
- **Essay 3 Assigned**
- **Quiz 6 due 4/10**

**Week 14: 4/13—4/17**

Topics: New Frontiers and a Great Society, 1960-1968

- *Textbook Readings:* Chapter 27
- **Quiz 7 due 4/17**

**Week 15: 4/20—4/24**

- Topics: Rebellion and Reaction, 1960s and 1970s
- *Textbook Readings:* Chapters 28
- **Essay 3 Due 4/24**
- **Final Exam Study Guide Released**

**Week 16: 4/27—5/1**

- Conservative Revival, 1977-2000
- Twenty-First Century 2000-Present
- *Textbook Readings:* Chapter 29 & 30

**Finals Week: 5/4-5/7**

**Tuesday, May 5, 1:00-3:00pm**