



SYLLABUS

American History from 1877 - Section Syllabus AMH 2020 - Section number D9054 Summer Semester, Session A

Instructor	Phoebe Allen
Email	Pallen@pensacolastate.edu
Office Hours	Virtual meetings upon request before 8 AM and after 5 PM M-F
Department Head	Mr. Scott A. Schackmann
Department Head Phone	850-484-1118
Department Head Office	Pensacola Campus, Building 14, Room 1461A
Department Head Email	sschackmann@pensacolastate.edu
Final Exam Date(s)	Aug 3 - 7
Last Date of Drop/Add	May 14
Last Date for Student to Withdraw	July 13
Class Location	Asynchronous Distance Learning
Prerequisite(s)	Grade of C or better in ENC 1101
Course Description	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.
Credits	3 credit hours
Semester(s) Offered	Fall, Spring, Summer
Course Designation(s)	College Transfer. Meets AA General Education Core, Social Sciences requirement. A writing emphasis course. Satisfies the State of Florida civic literacy course requirement
General Education Core Course Standard	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."
Required Textbooks and Instructional Materials	America Volume 2 (Brief); David Shi; 9781324084891; 13th; Norton; 2022 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.
Minimum Requirements for Online Classes	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. Specific browser and computer requirements for using Canvas, PSC's Learning Management System.
Course Learning Outcomes	<ol style="list-style-type: none"> 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 20th 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.
General Education Student Learning Outcomes	<ol style="list-style-type: none"> 1. 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. 2. Communication: The student effectively communicates knowledge and ideas. 3. Cultural Literacy: Demonstrate an understanding of human culture.
General Education Writing Emphasis Course Requirements	<ol style="list-style-type: none"> 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

	<p>conventions of standard written English; and 5) be formatted in an appropriate fashion for the assignment.</p> <ol style="list-style-type: none"> 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. 3. The grades earned on the writing assignments must reflect student performance in 4. college-level writing and significantly impact the final course grade. 5. All sections of a course must meet all requirements. 6. Instructors provide detailed feedback regarding the content, organization, and use of standard written English for all writing used to satisfy the requirement. 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. 8. Only individual, original student work counts toward the extensive writing requirement; AI or machine-written content is not accepted. 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.
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Student Assignments, Assessments, and Grading Calculation

Reading Assignments:

America: A Narrative History, Vol. 2, 13th Edition by David Emory Shi

- 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
- Chapter 30 Twenty-First-Century America, 1993–Present

<p>Reading and Notes Quizzes</p> <ul style="list-style-type: none"> ○ There will be a total of ten Reading and Notes Quizzes, each consisting of short-answer questions derived from the assigned chapter and lecture materials for the corresponding module. 	15%
<p>Discussions</p> <ul style="list-style-type: none"> ○ There will be weekly discussion questions. The student will have to make one original post answering one of the discussion topics, and one additional response post. 	15%
<p>Writing Assignment</p>	50%

<p>Essay 01 - This assignment asks you to analyze Edward O’Donnell’s 1897 AFL editorial by placing it within its broader Gilded Age labor context and identifying its key arguments, purpose, and intended audience. You must use the document—treated as a primary source—alongside lecture notes and the textbook to draw at least two historical conclusions about women and organized labor during this period. The essay should be at least two pages, include a strong thesis supported by specific evidence, and keep the primary source at the center of your analysis.</p>	
<p>Essay 02 - This essay asks you to analyze three letters written to President Franklin Roosevelt during the Great Depression by placing them within their broader New Deal historical context and identifying the themes and issues they reveal. You must explain the letters’ specific purposes and intended audiences, then use them—alongside lecture notes and the textbook—to draw at least two historical conclusions about the experiences and concerns of everyday Americans in the 1930s. The paper must be at least two pages, include a clear thesis supported by specific evidence, and keep the primary sources at the center of your analysis.</p>	
<p>Essay 03 - This essay asks you to analyze Martha Gellhorn’s 1934 letter to Harry Hopkins by placing it within the broader historical context of the New Deal and examining its key arguments, purposes, and intended audience. You must connect the document to specific themes from course materials and use it as primary evidence to draw at least two historical conclusions about the New Deal and the government’s role in the lives of struggling Americans. The paper must be at least two pages, include a focused thesis supported by specific examples, and keep the primary source at the center of your analysis.</p>	
<p>Essay 04 - This essay asks you to analyze an excerpt from Betty Friedan’s <i>The Feminine Mystique</i> by placing it within the broader historical context of the 1960s and identifying its key arguments, purposes, and intended audience. You must connect the document to specific themes from course materials and use it as primary evidence to draw at least two historical conclusions about women’s roles and American culture during this period. The paper must be at least two pages, include a focused thesis supported by specific examples, and keep the primary source at the center of your analysis.</p>	
<p>Midterm Exam – Comprehensive Exam covering the topics found in chapters 16-23 of the textbook <i>America: A Narrative History, Vol. 2</i>. Final Exam Comprehensive Exam covering the topics found in chapter 24-32 of the textbook <i>America: A Narrative History, Vol. 2</i>.</p>	
Total	
100%	
Grading Scale	
	90%-100% A
	87%-89% B+
	80%-86% B
	77%-79% C+
	70%-76% C
	67%-69% D+

	60%-66%	D
	0%-59%	F
Student Expectations	<p>Students enrolled in this course can expect the following:</p> <ol style="list-style-type: none"> 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; 9. clear and well-organized instruction. 	
AI Statement for Writing Emphasis Courses	<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>	
Academic Dishonesty Statement	<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: Academic Integrity</p>	
ADA Statement	<p>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 ADAservices@pensacolastate.edu; or complete the online intake form in the ADA Services app within the MyPSC apps dashboard.</p>	
Emergency Statement	<p>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.</p>	
Flexibility Statement	<p>It is the intention of the instructor to accomplish the objectives specified in the course syllabus. However, circumstances may arise which prohibit</p>	

	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.
Non-Discrimination Statement	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.
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.
Student Email Account Statement	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.