

DRAFT – Subject to change.

AMH 2020.01
American History since 1877
3 Credit Hours
Fall 2025

Instructor: Patrick Luck

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Office: IST 2068. Office Hours: **TBD**

Ways to Contact Your Instructor: Office Hours, Immediately Before and After Class, Email, Canvas Message, and Teams

Course Description

This course presents a survey of the emergence of modern America as an industrial and world power; the Progressive Era; WWI; the Great Depression and the New Deal; WW II; and the Cold War era are discussed. This course meets communication/writing-intensive requirements (W).

Course Overview

This course will survey American history from the late 1800s to the present. Through lecture, discussion, reading, and writing, we will explore the cultural, political, and social changes America underwent during this period. This course will focus on two major themes: 1) the changing meanings of freedom and liberty for Americans and 2) the origins of American society as it is today. Your course grade will be based on attendance and participation (10%) primary source responses (5%), a midterm exam (25%), a final exam (30%), and several papers (30%). In addition to providing students with an introduction to modern American history, this course will help students further develop their analytical, research, writing, and public speaking skills.

Course Meetings

This course will be delivered asynchronously. This means that we will have no live, in-person meetings. All materials will be delivered via readings and videos.

Course Objectives

In this course, we will explore

1. The challenges of industrial capitalism and urbanization in the late 1800s and early 1900s.
2. The changing role of the United States in world affairs from the late 1800s to the present.
3. The causes of the Great Depression and its impact on American society and the ways the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.
4. The influence of the Cold War upon domestic and international politics.
5. The causes and effects of the upheavals and dislocations the United States experienced starting in the late 1900s.

Course-Level Student Learning Outcomes

1. Students will describe the factual details of the substantive historical episodes under study.
2. Students will identify and analyze foundational developments that shaped American history since 1877 using critical thinking skills.
3. Students will demonstrate an understanding of the primary ideas, values, and perceptions that have shaped American history.
4. Students will demonstrate competency in civic literacy.
5. Students will summarize and contextualize the central ideas of primary sources.

Alignment with Program Outcomes

Course Learning Outcome	General Education Competency	AHSS Certificate Outcomes
1	Communication, Arts and Humanities, and Social Sciences	Epistemic Awareness
2	Communication, Arts and Humanities, and Social Sciences	Analysis and interpretation, epistemic awareness
3	Communication, Arts and Humanities, and Social Sciences	Communication, analysis and interpretation, epistemic awareness
4	Communication, Arts and Humanities, and Social Sciences	Analysis and interpretation
5	Communication, Arts and Humanities, and Social Sciences	Analysis and interpretation, epistemic awareness

Florida State Civics Requirement

1. Understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government.
2. An understanding of the United States Constitution and its application.
3. Knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-government.
4. An understanding of landmark Supreme Court cases, landmark legislation and landmark executive actions and their impact on law and society.

REQUIRED TEXTS

- *The American Yawp*, <http://www.americanyawp.com/>
- *The American Yawp Reader*, <http://www.americanyawp.com/reader.html>

Note: *The American Yawp* is freely available online.

Additional readings and other class resources will be available on CANVAS or will be distributed.

COURSE POLICIES

Readings

The readings for this class are meant to assist students in understanding the lectures and participating in discussions. In addition, students will be held responsible for the material from the readings on exams. To maximize your chance of succeeding in this class, **read the assigned readings for a given class session BEFORE attending that session.**

Assignments and Grading

Online Discussions 10%

Lecture Responses and Misc. 10%

Papers

- First Paper 15%
- Second Paper 15%
- Total 30%

Exams

- Midterm Exam 25%
- Final Exam 25%
- Total 50%

Submission of Assignments

All assignments will be submitted on-line, either via an uploaded file or entered directly into Canvas. Acceptable file formats include any Microsoft Office formats or pdf. If you wish to use a different format, I must approve it beforehand. If you upload a file in a format that I cannot access, your assignment will be considered late until you upload it in a format that is accessible. In addition, it is the responsibility of the student to ensure that their file uploads properly. If a file does not upload properly or is corrupt, it will be considered not submitted until an uncorrupted file has been uploaded. If a student is experiencing insurmountable technical issues with Canvas, they may e-mail the file directly to me to ensure that it is not counted as late.

Online Discussions (10%)

We will have weekly discussions on Canvas via online discussion boards. Each lecture will have an attached discussion. These discussions will be related to primary source readings relevant to a given lecture. Details on how these discussions will work will be shared in Canvas.

Lecture Responses and Miscellaneous Assignments (10%)

For every lecture, students will be asked to respond to a question after they have watched the lecture videos. The purpose of this question is to assess whether the student watched the lecture. As such, the response will be graded on whether it reflects information presented in the lecture and not solely on an abstract notion of correctness. The question will also have a minimum length requirement that must be met to receive full credit.

In addition, miscellaneous assignments may be assigned throughout the semester. For example, students are asked to complete a syllabus quiz during the first week of class. Assignments that do not fit into a different category will be included in this one.

Papers (30%)

Students will write two papers. The papers will ask students to compare and contrast primary sources. The first paper will be due on July 13. The second paper will be due on August 3.

Exams (50%)

The midterm exam will be due on July 20 and the final exam will be due on August 8. Each exam will consist of two sections that will be taken online. One section will ask you to respond to an essay question. The other section will ask you to summarize and analyze short excerpts from primary sources. You will be required to use the lockdown browser to take the exam.

Make-up Exams

Students can make up exams with an acceptable documented excuse – illness, car accident, death in the family, etc. I must be informed of the excuse in a reasonable amount of time.

Late Work

Extensions will only be given on assignments with a good written and documented excuse – illness, car accident, death in the family, etc. I must be informed of the excuse in a reasonable amount of time.

However, late papers will be accepted. The grade for late papers will be penalized depending on how late it is submitted. For each weekday (excluding holidays) the work is late, the work's final grade will lose 1/3 of a letter grade. For example, if a paper would have received an A had it been turned in on time, it would receive an A- if a day late, a B+ if two days late, a B if three days late, and a B- if four days late.

Primary source responses may not be submitted late without a documented excuse.

Grading Scale

A	93-100
A-	90-92
B+	87-89
B	83-86

B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

Note: In determining final grades, I use standard rounding rules. For example, an 89.49 is an 89 or B+; an 89.5 is a 90 or A-.

Office Hours

I will be holding office hours regularly throughout the semester. I will also be available during my office hours and by appointment. Office hours are a time intended for me to help you succeed in this class. Office hours will be held virtually via Teams or an alternative, mutually acceptable, meeting app.

During office hours, I would be happy to discuss any issues relevant to the class. Students should attend office hours to ask questions about course content, structure, and assignments; for help with exam preparation; for the review of rough drafts; and any other issue they would like to discuss with me.

Academic Integrity in this Course

Any instances of academic dishonesty will be taken very seriously in this class. Students should be particularly aware of the definition of plagiarism. Plagiarism is the copying or paraphrasing of material from a source without properly citing it. This includes assigned reading! It also includes copying text from another source and merely changing a few words. To avoid plagiarism, you should place in quotation marks any material directly taken from an outside source. You should also cite any quotes or paraphrases from an outside source. If you have any questions about what constitutes plagiarism or how to properly cite a source, please ask me.

Using “AI” (e.g., ChatGPT) to produce assignments would be considered an act of severe academic dishonesty. While students are allowed to use tools such as Grammarly, any work submitted must be substantially the student’s own.

Students caught plagiarizing will receive a 0 on the assignment or an “F” in the class, depending on the severity of the infraction. Students caught cheating on an exam will be given an “F” in the class. Students caught using “AI” to produce an assignment will receive a 0 on the assignment or an “F” in the class, depending on the severity of the infraction.

Academic Engagement and Discourse

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

ACADEMIC SUPPORT RESOURCES

- **Library:** Students can access the Florida Polytechnic University Library through the University website and [Canvas](#), on and off campus. Students may direct questions to library@floridapoly.edu.
- **Tutoring and Learning Center:** The Tutoring and Learning Center (The TLC) provides tutoring to all FloridaPoly students who may need additional academic support. The TLC is staffed by students who have excelled in the courses they tutor. They offer support by reviewing concepts and materials from class, clarifying points of confusion and providing assistance with learning strategies. While the focus of TLC is to provide support to students in freshman-level courses, upper-level courses are also tutored at the Center. The TLC is located in IST 1019 (on the first floor in the center hallway of the IST building).
 - **Knack Tutoring:** Students looking for additional assistance outside of the classroom are advised to consider

working with a peer tutor through Knack. Florida Polytechnic University has partnered with Knack to provide students with access to verified peer tutors who have previously aced this course. To view available tutors, visit floridapoly.joinknack.com and sign in with your student account.

- **Academic Success Coaches:** All students at Florida Poly are assigned an Academic Success Coach. Your Academic Success Coach can assist you with academic success strategies. Please visit the Student Success Center on the second floor of the IST building to meet with an Academic Success Coach.
- **Writing Center:** Located on the second floor of the IST (2059/2061), the Writing Center helps students to develop their writing and presentation skills. Consultations are available in person and virtually. For more detail, visit <https://floridapoly.edu/writingcenter>.

University Policies

Reasonable Accommodations

The University is committed to ensuring equal access to all educational opportunities. The University, through the Office of Disability Services (ODS), facilitates reasonable accommodations for students with disabilities and documented eligibility. It is the student's responsibility to self-identify as a student with disabilities and register with ODS to request accommodations.

If you have already registered with ODS, please ensure that you have requested an accommodation letter for this course through the [ODS student portal](#) and communicate with your instructor about your approved accommodations as soon as possible.

Arrangements for testing accommodations must be made in advance. Accommodations are not retroactive.

If you are not registered with ODS but believe you have a temporary health condition or permanent disability requiring an accommodation, please contact ODS as soon as possible.

The Office of Disability Services (ODS):

DisabilityServices@floridapoly.edu

(863) 874-8770

The Access Point

[ODS website: www.floridapoly.edu/disability](http://www.floridapoly.edu/disability)

Accommodations for Religious Observances, Practices and Beliefs

The University will reasonably accommodate the religious observances, practices, and beliefs of individuals in regard to admissions, class attendance, and the scheduling of examinations and work assignments. (See [University Policy](#).)

Title IX

Florida Polytechnic University is committed to ensuring a safe, productive learning environment on our campus that prohibits sex discrimination and sexual misconduct, including sexual harassment, sexual assault, dating violence, domestic violence and stalking. Resources are available if you or someone you know needs assistance. You may speak to your professor, but your professors have an obligation to report the incident to the Title IX Coordinator. Please know, however, that your information will be kept private to the greatest extent possible. You will not be required to share your experience. If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the Florida Polytechnic University [Ombuds Office](#), BayCare's Student Assistance Program, 1-800-878-5470 and locally within the community at [Peace River Center](#), 863-413-2707 (24-hour hotline) or 863-413-2708 to schedule an appointment. The [Title IX Coordinator](#) is available for any questions to discussion [resources and options](#) available.

Academic Integrity

The faculty and administration take academic integrity very seriously. Violations of [academic integrity regulation](#) include actions such as cheating, plagiarism, use of unauthorized resources (including but not limited to use of Artificial Intelligence tools), illegal use of intellectual property, and inappropriately aiding other students. Such actions undermine the central mission of the university and negatively impact the value of your Florida Poly degree. Suspected violations will be fully investigated, possibly resulting in an academic integrity hearing and sanctions against the accused student if found in violation. Sanctions range from receiving a zero on the exam or assignment, to expulsion from the university. Repeat offenders are subject to more severe sanctions and penalties.

Recording Lectures

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. Recordings may not be used as a substitute for class participation or class attendance. Recordings may not be published or shared in any way, either intentionally or accidentally, without the written consent of the faculty member. Failure to

adhere to these requirements is a violation of state law (subject to civil penalty) and the student code of conduct (subject to disciplinary action).

*Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), and invited guest speakers is **prohibited**.*

TOPICS SCHEDULE

(Subject to Change)

Notes

- Each week will cover several topics. These topics will include readings (to be done first), lecture videos to watch, a required lecture response, and required discussion board posts. Detailed instructions for each week will be posted on Canvas.
- Course Introduction
- The Second Industrial Revolution: The Rise of Corporate America
- Mass Immigration and Urbanization: A New America
- Westward Expansion: Closing the Frontier
- Jim Crow Segregation: A New South?
- The American Empire: The White Man's Burden
- Progressivism: The Search for Order
- World War I: Making the World Safe for Democracy
- The Roaring Twenties: An Age of Reaction
- **First paper**
- The New Deal I: The Making of the New Deal
- The New Deal II: The Possibilities and Limits of the New Deal
- World War II Abroad: The Good War?
- Midterm Exam Review
- **Midterm Exam**
- World War II at Home: Who is an America?
- The Cold War Abroad: The Iron Curtain Descends
- The Cold War at Home: Duck and Cover
- The Affluent Fifties: Suburbia and Consumerism
- The Postwar Civil Rights Movement: The Death of Jim Crow
- The Great Society: Liberalism's Highwater Mark
- The 1960s: The Collapse of Conformity
- The 1970s: The End of the Golden Age?
- The Rise of Modern Conservatism: The Reagan Revolution
- The American Empire in the Age of Terror: The Forever War
- **Second paper**
- The Second Gilded Age: The Age of Fracture
- Final Exam Review
- **Final Exam**