

AMH 2020.01
American History since 1877
3 Credit Hours
Spring 2024
BARC 1158
9:30 am to 10:45 am

Instructor: Patrick Luck
Email: pluck@floridapoly.edu
Office: IST 2068

Office Hours: Tuesday and Thursday, 12:30 pm to 1:30 pm; Wednesday, noon to 1 pm, and by appointment
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 world power; the Progressive Era; WWI; the Great Depression and the New Deal; WWII; and the Cold War era. 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 (25%), and several papers (35%). 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 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

By the end of this course, students should be able to:

1. Summarize the central ideas of primary and secondary historical sources.
2. Synthesize information from several primary and secondary sources to develop arguments in formal writing assignments.
3. Produce work that articulates historical understanding of key course concepts.
4. Summarize the social, economic, political, and/or cultural reasons for historical change.

Alignment with Program Outcomes

Course Learning Outcome	ThinkWell/LearnWell Diagram	General Education Competency	AHSS Certificate Outcomes
1	To Identify or Define Information	Communication, Arts and Humanities, and Social Sciences	Epistemic Awareness
2	To Compare and Contrast Information	Communication, Arts and Humanities, and Social Sciences	Analysis and Interpretation, Conceptual Translation, Epistemic Awareness

3	To Explain Information	Communication, Arts and Humanities, and Social Sciences	Analysis and Interpretation
4	To Explain Information	Communication, Arts and Humanities, and Social Sciences	Analysis and Interpretation, Conceptual Translation, 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>
- Nicolas Proctor, *Chicago, 1968: Policy and Protest at the Democratic National Convention* (Chapel Hill: The University of North Carolina Press, 2022).

Note: *The American Yawp* is freely available online. *Chicago, 1968* must be purchased.

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

Attendance and Participation 10%

Primary Source Responses 5%

Papers

- First Paper 10%
- Chicago, 1968 Papers 25%
- Total 35%

Exams

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

Submission of Assignments

All assignments (except for the exams) will be submitted on-line. For each assignment, students will need to upload a file to Canvas or, in the case primary source responses, directly type their response 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.

Attendance and Participation (10%)

Students in face-to-face courses are expected “to attend all of their scheduled University classes and to satisfy all academic objectives as defined by the instructor” (University Policy, FPU-5.0010AP).

This course will combine lecture and discussion. For this course to work, students must actively participate. Discussion will take a variety of forms. Time will be set aside in many classes to discuss a primary or secondary source. Discussion will also take place in a less structured fashion throughout the semester, and students are encouraged to ask questions. Students will be expected to make thoughtful, relevant contributions to class discussion regularly. A student who does so should expect to receive full credit for participation.

During the *Chicago, 1968* game students will receive participation credit for actively participating in the game in a way that makes sense for their assigned role.

Students are expected to attend class regularly. Students may miss four classes (excepting those during the “game”) with no penalty to their final grade. However, if a student misses more than this number of classes, the student’s discussion grade will be penalized by 7.5% for each missed class exceeding four classes. Student absences may be excused with an acceptable documented excuse – illness, car accident, death in the family, etc.

Students are required to attend the “game” sessions of *Chicago, 1968* (March 28, and April 2, 4, and 9). Students who fail to attend a “game” session without an acceptable excuse will have their discussion grade penalized by 7.5% for each missed game session.

Primary Source Responses (5%)

For every class that students are assigned at least one primary source (i.e., a document, song, painting, video, or other item produced during the time period under study) to read or view, students must submit a response to ONE of the primary sources assigned. This response must be at least one hundred words long. How students approach these responses is up to them. Students may discuss their reaction to the reading, summarize the document, or place the document into a larger historical context. These responses must be submitted on Canvas before class begins. Late responses will not be accepted without an acceptable excuse. These responses will not be graded for correctness, grammar, spelling, or on any other metric. Rather, if the length requirement is met and the response is on topic, the student will receive full credit. The three responses with the lowest grades will be dropped.

Papers (35%)

Students will write between three and four papers.

The first paper will ask students to respond to a prompt or prompts about the history of the American government. The first paper will be due on February 8.

The other papers are associated with the *Chicago, 1968* game. The exact assignments will vary from student-to-student depending on their role in the game. Students’ role sheets will explain their unique assignment(s). **Students should read their role coversheet carefully for paper length requirements and their specific due dates.**

Exams (50%)

This course will have a midterm exam on February 20 and a final exam during the finals period. Both exams will be taken in class. On the exams students will be asked to interpret primary sources and write a brief essay in response to a prompt. Time will be set aside in class to discuss the exams in greater depth.

If a student does better on the final exam than they did on the midterm, the grade on the final exam will replace the midterm exam grade.

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	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	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 and by appointment. Office hours are a time intended for me to help you succeed in this class. You should feel free to drop by my office during office hours without an appointment. I am also happy to meet with students virtually if they are uncomfortable attending office hours in person.

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.

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.

Masks in Class

Florida Polytechnic University's policy on masks is that whether a student wears one is a matter of personal preference. I, your professor, will wear a mask in class and encourage you to wear a mask if you are concerned about contracting Covid-19 or would like to do so for any other reason. I also encourage students to be aware of other students' potential comfort level in interacting closely with other students (whether masked or not) and to keep physical distance from a student if that student requests that you do so.

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.
- **Peer Learning Strategists (PLS):** Are specially trained student leaders who help their peers strategize approaches to course content and work through solution methods. PLS work in collaboration with the courses they support so the content and methods are aligned with your instructors' expectations. Students can meet with a PLS in The Learning Center, which is located on the first floor of the Innovation, Science and Technology (IST) building in room 1019.
- **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**.*

SCHEDULE

(May Be Subject to Change)

Notes on the readings

- *The American Yawp* is referred to as “textbook”
- *The American Yawp Reader* is referred to as “documents.” These readings are also linked at the end of the appropriate *American Yawp* chapter.
- All readings (except those from *Chicago, 1968*) are directly linked on the course’s Canvas page.
- A “*” indicates that a primary source response is due in that class.

Week 1

January 9 Course Introduction

*January 11 The Second Industrial Revolution: Corporate America and Labor

- Textbook, Chapter 16
- Documents
 - Chapter 16, “William Graham Sumner on Social Darwinism, ca. 1880s”
 - Chapter 16, “Henry George, Progress and Poverty, Selections, 1879”
 - Chapter 16, “The Tournament of Today, 1883”
- “The People Versus the Private Army, 1915” (Canvas)

Week 2

*January 16 Mass Immigration and Urbanization: A New America

- Textbook, Chapter 18
- Documents
 - Chapter 18, “Jacob Riis, How the Other Half Lives, 1890”
 - Chapter 18, “Rose Cohen on the World Beyond her Immigrant Neighborhood, ca. 1897/1918”
 - Chapter 19, “Chinese Immigrants Confront Anti-Chinese Prejudice, 1885, 1903”

- *January 18 Jim Crow Segregation: A New South?
- Textbook, Chapter 18
 - Documents
 - Chapter 18, "Henry Grady on the New South, 1886"
 - Chapter 20, "Booker T. Washington and W.E.B. DuBois on Black Progress, 1895, 1903"
 - Chapter 18, "Ida B. Wells-Barnett, 'Lynch Law in America,' 1900"

Week 3

- *January 23 The American Empire: The White Man's Burden
- Textbook, Chapters 17 and 19
 - Documents
 - Chapter 17, "Chief Joseph on Indian Affairs, 1877, 1879"
 - Chapter 17, "Chester A. Arthur on American Indian Policy, 1881"
 - Chapter 19, "William McKinley on American Expansionism, 1903"
 - Chapter 19, "School Begins, 1899"

- *January 25 Progressivism: The Search for Order
- Textbook, Chapter 20
 - Documents
 - Chapter 20, "Teddy Roosevelt on 'the New Nationalism,' 1910"
 - Chapter 20, "Woodrow Wilson on the 'New Freedom,' 1912"
 - Chapter 20, "Alice Stone Blackwell, Answering Objections to Women's Suffrage, 1917"

Week 4

- *January 30 World War I: Making the World Safe for Democracy
- Textbook, Chapter 21
 - Documents,
 - Chapter 21, "Woodrow Wilson Requests War, 1917"
 - Chapter 21, "Alan Seeger on World War I, 1914, 1916"
 - Eugene V. Debs, Speech to the Jury, 1918 (Canvas)

- *February 1 The Roaring Twenties: An Age of Reaction
- Textbook, Chapter 22
 - Documents
 - Chapter 22, "Warren G. Harding and the 'Return to Normalcy,' 1920"
 - Chapter 22, "Hiram Evans on 'The Klan's Fight for Americanism,' 1926"
 - Chapter 22, "Herbert Hoover, Principles and Ideals of the United States Government, 1928"

Week 5

- *February 6 The New Deal I: The Making of the New Deal
- Textbook, Chapter 23
 - Documents, Chapter 23, "Huey P. Long, 'Every Man a King' and 'Share our Wealth,' 1934"
 - Franklin Roosevelt, Selections from his first inaugural address (Canvas)
 - "I a Socialist Trust You" (Canvas)

- *February 8 The New Deal II: The Possibilities and Limits of the New Deal
- Textbook, Chapter 23
 - Documents
 - Chapter 23, "Herbert Hoover on the New Deal, 1932"
 - Chapter 23, "Franklin Roosevelt's Re-Nomination Acceptance Speech, 1936"
 - Chapter 23, "Dorothy West, Amateur Night in Harlem, 1938"

First Paper Due

Week 6

February 13 Career Day – No Class

February 15 Mid-Term Exam Review

Week 7

February 20 Mid-Term Exam

*February 22 World War II Abroad: The Good War?

- Textbook, Chapter 24
- Documents
 - Chapter 24, “Charles A. Lindbergh, ‘America First,’ 1941”
 - Chapter 24, “The Atlantic Charter, 1941”
- “Dr. Seuss World War II Cartoon, 1941”

Week 8

*February 27 World War II at Home: Who is an America?

- Textbook, Chapter 24
- Documents,
 - Chapter 24, “FDR, Executive Order No. 9066, 1942”
 - Chapter 24, Aiko Herzig-Yoshinaga on Japanese Internment (1942/1994)
- Watch Looney Tunes Cartoon. **Warning: This cartoon is very racist and offensive.** (Canvas)

*February 29 The Cold War: The Red Scare at Home and Abroad

- Textbook, Chapter 25
- Documents
 - Chapter 25, “Joseph McCarthy on Communism, 1950”
 - Chapter 25, “The Truman Doctrine, 1947”
 - Chapter 25, “Duck and Cover, 1951”

Week 9 Spring Break – No Classes

Week 10

*March 12 The Affluent Fifties: Suburbia and Consumerism

- Textbook, Chapter 26
- Documents, Chapter 26, “Richard Nixon on the American Standard of Living, 1959”
- Watch “Folgers Coffee Commercial,” (Canvas)
- National Advisory Council on Civil Disorders, “*Kerner Report* excerpts, Feb. 29, 1968,” *Chicago, 1968*, 85-106

*March 14 The Postwar Civil Rights Movement: The Death of Jim Crow

- Textbook, Chapter 26
- Documents
 - Chapter 26, *Brown v. Board of Education of Topeka*, 1954
 - Chapter 26, “Rosa Parks on Life in Montgomery, Alabama, 1956-1958”
 - Chapter 26, “Little Rock Rally, 1959”
- Selections from Letter from a Birmingham Jail (Canvas)

Week 11

- *March 19 The Great Society: Liberalism's Highwater Mark
- Textbook, Chapter 27
 - Documents
 - Chapter 27, "Barry Goldwater, Republican Nomination Acceptance Speech, 1964"
 - Chapter 27, "Lyndon Johnson on Voting Rights and the American Promise, 1965"
 - Lyndon B. Johnson, "Remarks upon Creating a Department of Transportation, October 15, 1966," *Chicago 1968*, 121-123

Chicago, 1968 Game

Notes:

- You should refer frequently to the game book.
- You should refer frequently to your role sheet (distributed by your professor).
- You should not show your role sheets to another student.
- You should try your best to act true to your character as described in the roll sheet.
- You must attend the "game" sessions (March 28, and April 2, 4, and 9). If you do not, your Attendance and Participation score will be penalized.

- *March 21 Chicago 1968: Historical Context
- *Chicago, 1968*, 1-64, 113-115, 123-125, and 129-135

Week 12

- *March 26 Chicago 1968: Historical Documents and Final Preparations
- *Chicago, 1968*, 66-85, 106-112, 116-121, 126-129, 135-155
 - Note: Be particularly prepared to discuss the following documents
 - Abbie Hoffman, "Media Freaking," August 27, 1968
 - Robert Kennedy, "Book and Author Luncheon," February 8, 1968
 - Students for a Democratic Society, Port Huron Statement

- March 28 Chicago 1968: Game Session 1
No required readings, continue to refer to the gamebook and your role sheets

Week 13

- April 2 Chicago 1968: Game Session 2
No required readings, continue to refer to the gamebook and your role sheets

- April 4 Chicago 1968: Game Session 3
No required readings, continue to refer to the gamebook and your role sheets

Week 14

- April 9 Chicago 1968: Game Session 4
No required readings, continue to refer to the gamebook and your role sheets

- April 11 Chicago 1968: Debriefing

Week 15

- *April 16 The Rise of Modern Conservatism: The Reagan Revolution
- Textbook, Chapters 28 and 29
 - Documents
 - Chapter 29, "First Inaugural Address of Ronald Reagan, 1981"
 - Chapter 29, "Jerry Falwell on the 'Homosexual Revolution,' 1981"
 - Chapter 29, "Pat Buchanan on the Culture War, 1992"

- *April 18 The American Empire in the Age of Terror: The Forever War
- Textbook, Chapter 30
 - Documents
 - Chapter 30, “George W. Bush on the Post-9/11 World, 2004”
 - Chapter 30, “Chelsea Manning’s Petition for a Pardon, 2013”
 - “Maher Arar speaks about his rendition and torture, 2007” (Canvas)

Week 16

- *April 23 The Second Gilded Age: The Age of Fracture and Final Exam Review
- Textbook, Chapter 30
 - Documents, Chapter 30, “Obergefell v. Hodges”
 - Selections from Bernie Sanders Speech on Inequality, 2022 (Canvas)
 - Selections from Donald Trump Speech on January 6, 2021 (Canvas)

Final Exam: Date and time to be determined