

AMH 2020.01
American History since 1877
3 Credit Hours
Summer 2026
Fully Online

Instructor: Patrick Luck

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Office: IST 2068.

Office Hours: Tuesday, Wednesday, and Thursday, 12:30 pm to 1:30 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 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.**

Attendance

As long as you are doing at least some work each week I will consider you to be attending the class. If you do not attend the first week, I will report that information to the registrar. If you receive a D or F in the course, I will report your last date of attendance to the registrar.

If you do not attend the class, the registrar may withdraw you from it.

Assignments and Grading

Online Discussions	10%		
Lecture Responses and Misc.	10%		
Papers		Exams	
• First Paper	15%	• Midterm Exam	25%
• <u>Second Paper</u>	<u>15%</u>	• Final Exam	<u>25%</u>
• Total	30%	• 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 with the exception of the first and eighth weeks of the course when there will be no discussion. These discussions will be related to primary source readings. 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. 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.

The three assignments in this category with the lowest score will not be included in the final grade.

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 February 15. The second paper will be due on April 19.

Exams (50%)

The midterm exam will be due on March 8 and the final exam will be due on a date to be announced. 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.

Assignments other than the two papers 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 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.

Policy on LLM/AI Tools in this Course

As this is a writing intensive course, the ideas and words in work you submit for this class must be written by you. As such, you may not use LLM/AI tools at the generative stage of writing: brainstorming, outlining, organizing, researching, and writing.

In addition, including fabricated data is also a form of academic dishonesty. This could include statistics, facts, or quotations that are fake, or, in the case of quotes, egregiously misattributed.

See the following table for a delineation of penalties for academic integrity violations of the sorts described above (data fabrication and use of AI to generate writing).

Violation	Penalty
First instance	Student must rewrite and resubmit the assignment, for a maximum grade of 70; incident reported to the university
Second instance	Student will not receive credit for the course; incident reported to the university

You may use weak/narrow AI grammar checker programs (such as Grammarly) to check your grammar and help facilitate the revision of your initial drafts. However, you should not just automatically accept changes suggested by such programs.

For the papers, you must also submit a statement (in the Canvas comment box) on whether or how you used AI in your assignments. I will not grade assignments that do not include such a statement. Use the following format.

Circumstance	Statement
The student did not use AI at any point in the prewriting, drafting, or revising process.	I did not use generative AI tools in this essay.
The student used a program such as Grammarly to check for errors.	I used Grammarly to check my grammar. For example, Grammarly suggested revising [x] to [y].

You do NOT need to submit the above statement for online discussions or lecture responses.

Be aware that there are other forms of academic dishonesty other than those mentioned above (e.g., plagiarism).

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.

UNIVERSITY POLICIES

Reasonable Accommodations

The University is committed to ensuring equal access to all educational opportunities. 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: DisabilityServices@floridapoly.edu; (863) 874-8770; 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. Any faculty or staff member you speak to is required 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 discuss resources and options available.

Academic Integrity

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 sanctions up to and including expulsion from the university.

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 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.*

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 Florida Poly 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 the IST Commons (second floor).
 - **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 floridapoly.edu/writing center.

SCHEDULE

(May Be Subject to Change)

Notes

- Each week will cover one or two topics. These topics will include readings (to be done first), lecture videos to watch, and a required lecture response. Students will also be required to engage in weekly online discussions. Detailed instructions for each week will be posted on Canvas.
- Work will become available by Sundays at 12:01 am except during the first week when work will become available on Monday, January 12 as that is the first day of classes.
- Work will be due Sunday nights at 11:59 pm, except during the last week of classes when work will be due Tuesday, April 28 at 11:59 pm as that is the last day of classes.

Week 1

To be done by Sunday, January 18

- Course Introduction
- **Syllabus Quiz**
- **Week 1 Self-Introductions**

Week 2

To be done by Sunday, January 25

- The Second Industrial Revolution: The Rise of Corporate America
- Mass Immigration and Urbanization: A New America
- **Week 2 Discussion**

Week 3

To be done by Sunday, February 1

- Westward Expansion: Closing the Frontier
- Jim Crow Segregation: A New South?
- **Week 3 Discussion**

Week 4

To be done by Sunday, February 8

- The American Empire: The White Man's Burden
- Progressivism: The Search for Order
- **Week 4 Discussion**

Week 5

To be done by Sunday, February 15

- World War I: Making the World Safe for Democracy
- **Week 5 Discussion**
- **First Paper**

Week 6

To be done by Sunday, February 22

- The Roaring Twenties: An Age of Reaction
- The New Deal I: The Making of the New Deal
- **Week 6 Discussion**

Week 7

To be done by Sunday, March 1

- The New Deal II: The Possibilities and Limits of the New Deal
- World War II Abroad: The Good War?
- **Week 7 Discussion**

Week 8

To be done by Sunday, March 8

- Midterm Exam Review
- **Midterm Exam**

Week 9

To be done by Sunday, March 15

- World War II at Home: Who is an American?
- The Cold War Abroad: The Iron Curtain Descends
- **Week 9 Discussion**

Week 10

Spring Break – No Classes

Week 11

To be done by Sunday, March 29

- The Cold War at Home: Duck and Cover
- The Affluent Fifties: Suburbia and Consumerism
- **Week 11 Discussion**

Week 12

To be done by Sunday, April 5

- The Postwar Civil Rights Movement: The Death of Jim Crow
- The Great Society: Liberalism's Highwater Mark
- **Week 12 Discussion**

Week 13

To be done by Sunday, April 12

- The 1960s: The Collapse of Conformity
- The Rise of Modern Conservatism: The Reagan Revolution
- **Week 13 Discussion**

Week 14

To be done by Sunday, April 19

The American Empire in the Age of Terror: The Forever War

- Second Paper
- Week 14 Discussion

Weeks 15 and 16

Due by Tuesday, April 28

- The Second Gilded Age: The Age of Fracture
- Final Exam Review
- **Week 15 Discussion**

Final Exam: Date and time to be determined