

**STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA**  
**Social and Behavioral Sciences and Community Services**

AMH 1020 American History 1877 to Present  
Course CRN 30498; Course Seq AMH 1020-ZB1

**Instructor's Name:** Kevin Kennedy  
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**Office Hours:** MW 10:00 AM-12:00 PM  
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**Last Day for Add/Drop:** <https://scf.edu/Academics/AcademicCalendar.asp> for term dates.

**Last Day to Withdraw Without Academic Penalty:**  
<https://scf.edu/Academics/AcademicCalendar.asp> for term dates.

**Course Description:**

This course meets Area III for the A.A./A.S. general education and civic literacy requirements. This course focuses on the structure and operation of our national government emphasizing the relationships that exist under a federal system of government and within the national administration.

**Goals/Objectives/Student Expectations**

**Student Learning Outcomes:**

The student, at the successful completion of this course, should be able to:

1. Describe significant social, cultural, political, environmental, and economic events and trends that have influenced the development of the American nation since 1877.
2. Summarize how and why industry, agriculture, and labor have changed since 1877.
3. Investigate how and why the status of minority groups in America has changed since 1877 and the challenges that remain for minorities today.
4. Describe how American urban and immigration policies have changed since 1877.
5. Explain how American involvement in foreign wars has impacted domestic affairs.
6. Identify important societal changes during the Progressive Era
7. Summarize the dominant characteristics of the mass national culture of the 1920's.
8. Identify the major steps in the emergence of the United States as a world power.
9. Examine how the New Deal influenced the nation's politics, economics, and social structure.
10. Evaluate how the two world wars and the depression caused demographic changes in the United States.

11. Describe the course and significance of the Cold War.
12. Contrast and compare how Democrats and Republicans in the post-war era defined the proper role of national government.
13. Explain the major challenges facing political leaders and the political system today.
14. Demonstrate knowledge and understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government.
15. Demonstrate an understanding of the United States Constitution and its application.
16. Demonstrate knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-government.
17. Demonstrate an understanding of landmark Supreme Court cases, landmark legislation and landmark executive actions and their impact on law and society.

## Course Curriculum

### Text and Materials:

Bradenton/Lakewood Ranch Master Syllabus: [Give Me Liberty!](#), 6<sup>th</sup> ed. Vol. 2, by Eric Foner, W.W. Norton publisher. (Digital book is the recommended version)

### Topics Covered:

In the course of AMH 1020, the student will encounter the following topics:

#### Unit 1:

- Reconstruction
- A Transformed Nation
- Gilded Age
- Progressivism

#### Unit 2:

- U.S. Becoming a World Power
- U.S. during World War I
- The 1920s

#### Unit 3:

- Great Depression and New Deal

- America During the Second World War
- The Age of Containment
- Affluence and its Discontent

#### Unit 4:

- US during Cold War
- Vietnam and U.S. Politics
- Economic, Social, and Cultural Change
- Power and Politics since 1974

## Assessment of Student Performance

### Assignments:

Use this Rubric

Please use this rubric as your guide for all papers and assignments not designated by assignment specific rubrics.

'A' range: Paper exceeds requirements for writing at this level on every measurable dimension.

Paper offers a high quality of writing, organization, and precision.

The mechanics are perfect in grammar, spelling, and punctuation, reflecting time and thought put into the work, so that it is a seamless reading experience.

Clearly justified and very easy to follow, so that the reader is left in no doubt as to why the structure proceeds as it does.

Ambitious, perceptive, and offer interesting, even complex ideas.

The discussion or presentation enhances, rather than just repeats, the reader's and writer's knowledge.

The paper does not just rehash the readings, there is a context for all the ideas; someone from outside the class would be enriched, not confused, by reading the paper.

There is something new here, or rather, something only the author could have written and explored in this way. The student's stake in the material is demonstrable.

B range: Paper meets and sometimes exceeds requirements for writing at this level on several dimensions.

Writing does not achieve the complexity or precision of an A essay but thoroughly achieves its aims.

Ideas are solid and their organization is understandable, even if some patches require more

analysis and/or synthesis.

The language is clear and precise but occasionally not, with a mechanical error or two on every page.

There may be too little structure or explanation of where the author is coming from.

The context for the evidence may not be sufficiently explored, so that I must make some of the connections that the writer should have made clear for me.

This is a solid work whose presentation, execution and ideas may be well done but at times falls back on vaguer statement or does not follow lines of thought as far as possible.

C range: Paper meets requirements for writing at this level.

Papers that get Cs have a structure that the student gave some thought to, but problems in one of

these areas: conception (there is at least one main idea, but main ideas require more clarity). context (confusing); use of evidence (low or often absent—the connections among the ideas and

the evidence is not made and/or are presented without sufficient reference to material from the

course, or material proving empirical claims of fact, or add up to platitudes or generalizations);

language (the sentences are often awkward, dependent on unexplained abstractions, sometimes

contradict each other).

The paper may not move forward but may repeat its main points, or it may touch upon many (not well related) ideas without exploring any of them in sufficient depth. Punctuation, spelling, grammar, paragraphing, and transitions may be a problem, with errors on every page that get in the way of reading the content.

OR A paper that is summary of the course material, or reiterates the text, but is written without major problems.

OR An essay that is chiefly a personal reaction to something which is poorly referred to or explained in such a way that it is difficult to identify what the personal reaction is regarding. Well-written, but not as much intellectual content as needed—more opinion which is unconnected to the class.

D and F: Paper does not meet requirements for writing at this level.

D papers: These are efforts that fall short of grappling more seriously with key ideas; OR Those that are extremely problematic in many of the areas mentioned above: aims, structure, use of evidence, language, etc.; OR Those that do not come close enough to addressing the expectations

of the assignment, weekly assignments were not connected, and the readings were not interrelated

to major points.

F papers: These are efforts that are shorter than they ought to be to grapple

seriously with ideas, OR Those that are extremely problematic in many of the areas mentioned above: aims, structure, use of evidence, language, etc.; OR Those that do not come close to addressing the expectations of the assignment, and really seem to reveal that the weekly assignments were not connected, and the readings were never read.

1) Students will be given an exam every two weeks. The exams will be essays. Read the chapters assigned from cover to cover and prepare. Exams have a point value of 100 pts each.

2) Students will be given weekly prompts (questions/situations/papers or projects...100 points each). Read the chapters and prepare.

3) History/Career Paper

Students will submit a five-page typed double-spaced paper on their major/career/field choice and/or a major organization. APA or MLA is acceptable.

Why did you select this career/field?

WHAT IS THE HISTORY OF THIS ORGANIZATION/CAREER/FIELD?

What education and credentials will I need to be successful in this area?

What are the estimated costs for my education/credentials?

What are the best schools/training programs for my career/field?

What are the future predictions/projections/prospects for my career/field?

Use a minimum of 10 references/sources cited.

APA or MLA. 100 points.

4) PROJECT: Students will submit a historical assignment (100 points). Submit a one-page summary with your assignment.

A.) PowerPoint.

B.) Trips that occur THIS semester. NO LOCAL PLACES. MUST BE 50 MILES OR MORE.

C.) Lectures.

D.) Museum visits. E.) Historical sites.

F.) Plays.

G.) Performances.

H.) Etc.....

100 points. **Due on assigned Dates.**

5) Students will research and upload a video on an issue important to the student. What is the history, the issues, possible solutions, and current standing? The video should be 3-4 minutes. 100 Points.

6) Students will select a Supreme Court case and present an oral summary in class. 100 pts.

**7) Students will have one week from the original due date to make up assignments with a legitimate reason. Only two exams can be taken late. Late assignments will receive a Letter Grade deduction.**

**8) Students will complete and submit a comprehensive final. 200pts.**

**9) No cell phones in use in class. Please turn all devices off and place them in your pocket or bookbags. If an emergency, please step outside the classroom and address the issue quickly. Please remove all listening devices, EarPods, Air pods, headsets, etc... Leaving the room during exams and presentations is prohibited. Please demonstrate courtesy and empathy towards your fellow scholars. Computers, iPad, laptops, etc....are to be used in class for history-related materials only!!!! Failure to follow these instructions will result in a lowering of your final grade.**

## **Other Policies**

**Attendance Policy:** Punctual and regular class attendance is expected of all students. Any class session missed, regardless of cause, reduces the opportunity for learning and often adversely affects the grade a student achieves in a course. For face-to-face classes, students may miss up to 2 class sessions, after which an academic penalty will apply. For online classes, students are expected to regularly check Canvas and fully participate in all activities, assignments, and assessments.

**Late Work Policy:** Late work will not be accepted in this class, except in documented circumstances of illness or similar such situations, or when a student is absent for a college-approved academic/athletic activity.

**Calendar of Assignments with Term-Specific Dates:** Such a calendar will be provided in the syllabus on or before the first day of class.

**Technology Requirements:** This course does not have any additional requirements other than the minimum requirements to access Canvas, though a pair of headphones may prove helpful for any online videos.

**Technology Support Information:**

<b>Technical Support Information</b>	<p><i>For technical issues with Canvas, contact Canvas technical support by clicking the question mark icon in the lower left-hand corner of the Canvas window and choosing “Report a Problem” or “Chat with Canvas Support.” Also, Canvas support can be contacted via phone at 844-920-2764.</i></p> <p><i>For technical issues with My SCF, contact SCF technical support by calling 941-752-5357 or emailing <a href="mailto:helprequest@scf.edu">helprequest@scf.edu</a>.</i></p>
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### Department Chair Information:

If a student encounters a problem in the course, they should work with the professor to resolve it. If the student needs help and the professor is unable to help or is unavailable, contact one of the following people, depending on where your course is located:

Gladys Green, Chair of Bradenton Social and Behavioral Sciences ([greeng@scf.edu](mailto:greeng@scf.edu))

Doug Ford, Chair of Venice Arts and Languages, Social and Behavioral Sciences ([fordd@scf.edu](mailto:fordd@scf.edu))

Jennifer True, Chair of Lakewood Ranch Academics ([truej@scf.edu](mailto:truej@scf.edu))

## SCF Mandated Policies

### Email:

Students are required to communicate with their instructor using their official SCF email address.

### No-Show Policy:

Students who do not drop a course that they have never attended will be reported as a No-Show by the course instructor during the No-Show period. This drop may have financial aid implications for the student who is dropped.

### Recording:

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. A class lecture is defined as a formal or methodical oral presentation as part of a college course intended to present information or teach enrolled students about a particular subject. 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), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and

class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the student code of conduct.

### **Recording in Go Live with SCF Online Course Teams Sessions:**

If this course is a Go Live with SCF Online course, the instructor may record live class discussions and instructor presentations. Therefore, as a student in this class, your participation in live class discussions may be recorded by the instructor. These recordings will be made available only to students enrolled in the class to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented.

Where recordings are made, a notice that recording has started is presented to students in the class using the Teams session.

### **Withdrawal Policies:**

Students should consult the College Catalog for a complete listing of withdrawal policies. A withdrawal is a change in the student's course schedule where one or more courses are withdrawn before the end of the term. Withdrawn courses appear on the student's transcript as a "W" and are classified as attempts. No refunds are permitted for withdrawn courses.

**Withdrawing from a course(s)** - Course withdrawal is defined as withdrawal from one or more classes for a term but not complete withdrawal from the college. **Failure to completely process a drop form or drop a class online may result in the student being assigned a grade of "F".**

### **Financial Aid Impact:**

Withdrawing from one or more courses during the semester, without complete withdrawal from the college, may have an impact on both the amount of aid received for the semester and a student's academic eligibility to continue receiving financial aid for future enrollment. Students should contact the Office of Financial Aid for further information regarding the impact of withdrawing from one or more courses.

### **Faculty Withdrawal:**

Before the course withdrawal deadline and upon approval of the Department Chair, Assistant Dean, or other appropriate academic administrator, a faculty member may withdraw a student when the student has stopped attending or engaging in the class for an extended period of time as defined in the course syllabus, and has not formally withdrawn from the course, resulting in their inability to successfully pass the class.

If a student's absences, tardiness, or misconduct is causing disruption, the faculty member may file a code of conduct violation with the Dean of Students. The Dean of Students will work with the faculty member and the appropriate academic administrator before determining if a withdraw is appropriate.

In the event of an approved faculty withdrawal, a grade of W will be recorded. The grade is recorded on the student's permanent academic record. Fees are applied for all courses accordingly and are counted as attempted courses.

**Statement of Plagiarism:**

Plagiarism is the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer—professional or student—without giving proper credit. Expulsion, suspension, or any lesser penalty may be imposed for plagiarism.

**Copyright:**

The unauthorized copying, sharing, or distribution of copyrighted material is prohibited. It is a violation of the Copyright Act, Academic Ethics, and the Code of Student Conduct. Students who violate copyright are subject to discipline.

**Honorlock Online Proctoring:**

In cases where written work does not match answers submitted on an exam or Honorlock flags an exam as suspicious, faculty may ask students to re-work test questions in real time. In the event a student cannot satisfactorily reproduce the work submitted during the proctored test session, students may face sanctions for an academic integrity violation. Sanctions may include the loss of the privilege of using Honorlock online proctoring which could result in remaining tests being proctored in person.

**Standards of Conduct:**

Students are expected to abide by all SCF Student Handbook guidelines.

**COVID-19**

Like all institutions of higher education, SCF has been impacted by COVID-19. In response, SCF considers the current recommendations of the Centers for Disease Control (CDC), Department of Health (DOH), Florida Department of Education (FLDOE), Florida College System (FCS), local and state officials. The latest SCF plan and protocols can be found linked from the College's Coronavirus website listed below. The website includes useful information for students regarding precautions, operations, monitoring, and instruction.

<https://www.scf.edu/Administration/PublicSafety/Coronavirus.asp>

**Disability Resource Center:**

State College of Florida, in accordance with the Americans with Disabilities Act, will provide classroom and academic accommodations to students with documented disabilities. Students must submit application and documentation to the Disability Resource Center (DRC). Once registered, the Memorandum of Accommodations containing all approved accommodations, important information, and links to forms and processes will be emailed to instructors.

Students and instructors are encouraged to work collaboratively throughout the semester to facilitate appropriate use of accommodations. DRC Contact Information: Email: [drc@scf.edu](mailto:drc@scf.edu)

**DRC Phone:** 941-752-5295

**DRC Website:** [Disability Resource Center website](#)

**Statement of Nondiscrimination:**

State College of Florida, Manatee-Sarasota does not discriminate on the basis of sex (including pregnancy), race, religion, age, national origin/ethnicity, color, marital status, disability, genetic information and sexual orientation in any of its educational programs, services or activities, including admission and employment. Direct inquiries regarding nondiscrimination policies to: Equity Officer, 941-752-5323, PO Box 1849, Bradenton, FL 34206.

[Human Resources Equal Opportunity website](#)

**Religious Observances:**

Students who expect to be absent due to religious observances must provide their instructor with advance notification, in writing, of the purpose and anticipated length of any absence by the end of the second week of classes. At that time, the instructor and student will agree upon a reasonable time and method to make up any work or tests missed