



# PENSACOLA STATE COLLEGE

American History from 1877 - Section Syllabus

AMH 2020 – D9073

Summer 2025 Semester, C Session

**Instructor:** Dr. Nicky Gotschall

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**Office Hours:** By appointment

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**Final Exam Date:** TBA

**Last Date of Drop/Add:** Jun 16, 2025

**Last Date for Student to Withdraw:** Jul 22, 2025

**Course Description:** A survey of the history of the American experience from 1877 to present. Emphasizes the growth of American industry and business and the social and economic reforms connected with that growth. Also emphasizes the emergence of the United States as a world power during the 20th century and the ramifications that rise has had on foreign and domestic policy.

**Class Meeting Time:** Online/Virtual Learning

**Class Location:** Canvas

**Credits:** 3 cc

**Prerequisites:** Grade of C or better in ENC 1101C.

**Offered:** FA, SP, SU.

**Distribution:** Meets AA General Education Core, Social Sciences requirement. A writing emphasis course. Satisfies the State of Florida civic literacy requirement.

**Required Textbooks and Instructional Materials:** *America: A Narrative History*; Volume 2 (Brief); David Shi; 9780393882568; 12<sup>th</sup> (Brief); Norton; 2022

**Supplemental Textbooks and Instructional Materials:** None

**Special Requirements:**

Writing Emphasis Requirement: A minimum of three fully developed, multi-paragraph, evaluated writing assignments, not including a final examination, are required.

Writing Emphasis Requirement: Instructors provide detailed feedback regarding the content, organization, and use of standard written English for each evaluated writing assignment.

Writing Emphasis Requirement: Instructors return each evaluated writing assignment to a student before submission of the next evaluated writing assignment.

Writing Emphasis Requirement: Only individual student work may count toward the minimum three evaluated writing assignments.

Writing Emphasis Requirement: Grading rubrics will be used for each evaluated writing assignment. These rubrics will be shared with each student.

Writing Emphasis Requirement: The grades earned on the writing assignments must reflect student performance in college-level writing and significantly impact the final course grade.

### **Methods of Evaluation:**

At minimum, the instructor will cover content which aligns with statewide and institutional learning outcomes for the course. The instructor will measure student performance using the following:

<b>Grading Scale:</b>	
90% - 100%	A
87% - 89%	B+
80% - 86%	B
77% - 79%	C+
70% - 76%	C
67% - 69%	D+
60% - 66%	D
0% - 59%	F

<b>Grading Calculation</b>	
Module Quizzes	<b>30%</b>
Module Discussions	<b>30%</b>
Critical Thinking Essays	<b>30%</b>
Final Exam	<b>10%</b>
Total	<b>100%</b>

Evaluations of student progress towards achieving the stated learning outcomes and performance objectives is the responsibility of the instructor, within the policies of the College and the department. Detailed explanations are included in the course supplementals developed by the instructor for each section being taught.

### **Method of Evaluation:**

#### **Module Quizzes:**

- There will be a quiz in each Module of our course to provide formative (immediate) assessment.
- Each quiz will cover the information from the textbook reading and provided lectures of the specific Module.
- Each quiz may only be accessed once and must be completed within the 60-minute time limit.
- The Module Quizzes are due by 11:59 pm (CST) on Sunday of each Module.
  - See the Module Introduction/Objectives/Assignment for the quiz dates.
- The Module Quizzes are each worth 30 points and are 30% of your final grade.

#### **Module Discussions:**

- There will be a discussion board within each Module of our course. (Mid-Term week and Final Exam week we will not have a discussion board.)
- There are two post requirements throughout the week:
  - Initial Post: A post in which a response to the root discussion board question(s) is provided.
    - The Initial Post must include a minimum of 300 words that completely, clearly, and effectively respond to the root question.
    - Seamlessly apply the 5Ws of academic writing: Who, What, Where, When, and especially Why when constructing your Initial Post.
    - The Initial Post is due by 11:59pm on **Thursday** of each Module.
  - The Response Post: A post in which responds to a classmates' Initial post or response.
    - The Response Post must include a minimum of 200 words that completely, clearly, and effectively respond to your classmate's post to which you are responding.
    - Ask additional questions. Further elaborate on your classmate's post. Incorporate your related experiences.
    - Apply the 5Ws of academic writing: Who, What, Where, When, and especially Why when constructing your Response Post.
    - The Response Post is due by 11:59pm on **Sunday** of each Module.
- The Discussion Boards are worth 20 points per Module (10 pts per post type) and are 30% of your final grade.

#### **Critical Analysis Essays:**

- There will be three critical analysis essays in our course.
- The topic and additional instructions for each essay are provided in our course.
  - Essay #1: Due 11:59pm on Sunday, May 26.
  - Essay #2: Due 11:59pm on Sunday, June 9.
  - Essay #3: Due 11:59pm on Sunday, June 23.
- Each Critical Analysis Essay will have a point value of 100 points.
- The Critical Analysis Essays are worth 30% of your final grade.

#### **Final Exam:**

- There will be a comprehensive Final Exam in our course.
- The exam will be based on the required readings, classroom discussions and lectures, and any additional material provided.
- The exam may include objective questions, short answer questions, and essay questions.
- The exam must be completed within the 2-hour time limit.
- The exam will have a point value of 100 points and is 10% of your final grade.
- The Final Exam will open on Sunday, June 23 and must be submitted by 11:59 pm (CST) on Tuesday, June 25.

**Student Expectations:** Students enrolled in this course can expect the following:

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; and
9. clear and well-organized instruction.

**General Education Student Learning Outcomes:**

- **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.
- **Communication:** The student effectively communicates knowledge and ideas.
- **Cultural Literacy:** The student demonstrates an understanding of human culture and its diversity.

**Course Learning Outcomes:**

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 20<sup>th</sup> 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.

**Academic Dishonesty Statement:**

Pensacola State College is committed to upholding the highest standards of academic conduct. All forms of academic dishonesty, including plagiarism, cheating, and submitting AI generated content, 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: <https://pensacolastate.smartcatalogiq.com/en/2023-2024/Catalog/Student-Handbook/Student-Responsibilities/Plagiarism-and-Academic-Cheating>

**Student Email Accounts:**

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.

**Flexibility:**

It is the intention of the instructor to accomplish the objectives specified in the course syllabus. However, circumstances may arise which prohibit 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.

**ADA Statement:**

Students with a disability that falls under the Americans with Disability Act or Section 504 of the Rehabilitation Act, it is the responsibility of the student to notify Student Resource Center for ADA Services to discuss any special needs or equipment necessary to accomplish the requirements for this course. Upon completion of registration with the Student Resource Center for ADA Services office, specific arrangements can be discussed with the instructor.

**Equity Statement:**

Pensacola State College does not discriminate against any person on the basis of race, color, national origin, sex, disability, age, ethnicity, religion, marital status, pregnancy, sexual orientation, gender identity or genetic information in its programs, activities, and employment. For inquiries regarding the College's nondiscrimination policies, contact the Executive Director of Institutional Equity and Student Conduct, 1000 College Blvd., Building 5, Pensacola, Florida 32504, (850) 484-1759.

**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.

**Emergency Statement:**

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.

**Pirates CARE Student Resource Center:**

As a student, you may experience challenges that can interfere with your academic and personal success. These can include things such as basic needs (food, housing, transportation, healthcare, etc.), increased anxiety, depression, substance use, grief, or other stressful experiences. The Pirates CARE Student Resource Center provides free services to students, including emergency aid, campus food pantries, career clothing closets, connections to local resources for basic needs support, and confidential mental health counseling services provided in-person or via telehealth.

You can contact the Pirates CARE Student Resource Center at 850-484-1759 or by email at [PiratesCARE@pensacolastate.edu](mailto:PiratesCARE@pensacolastate.edu). More information about our services can be found online at [www.pensacolastate.edu/PiratesCARE](http://www.pensacolastate.edu/PiratesCARE).

For additional 24/7 crisis help, the Crisis Text Line can be accessed by texting "GULF" to 741-741, and the Suicide Lifeline can be reached by phone at 9-8-8.

**Class Policies:****Code of Conduct and Classroom Civility:**

This class will be conducted under the regulations defined in the Pensacola State College Code of Student Conduct in the College Catalog. A positive and engaging classroom environment is expected. Class disruptions could result in a student being asked to leave the class.

**Class Attendance:**

Regular and punctual attendance is required. Consistent class attendance and participation are significant factors that help promote student academic success. Attendance will be determined by student demonstration of academic engagement (i.e., completing assignments) in each Module.

**Makeup work:**

Within this course, it is expected of all students to complete the various assignments on time, fulfilling the requirements of the specific assignment. If there is a medical/family emergency, please feel welcome to contact me to discuss the possibility of completing missed assignments.

**Late work:**

The Module Quizzes, Discussion Board posts (after the board has closed), and the Final Exam may not be submitted late.

The Critical Analysis Essays, if turned in late, will have 10 (ten) points deducted from its final grade for every one day that it is late.