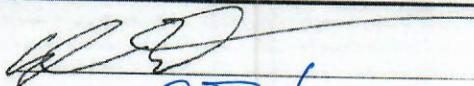

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>1/29/24</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department HISTORY College DFSCAL	
Current Course Prefix and Number AMH 2020	Current Course Title United States History since 1877	
<i>Syllabus must be attached for ANY changes to current course details. See <u>Template</u>. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Change WAC/Gordon Rule status** Add <input type="checkbox"/> Remove <input type="checkbox"/> Change General Education Requirements*** Add <input type="checkbox"/> Remove <input type="checkbox"/>	Change description to: In this course, students will trace the history of the United States from the end of the Reconstruction Era to the contemporary era. Topics will include but are not limited to the rise of industrialization, the United States' emergence as an actor on the world stage, constitutional amendments and their impact, the Progressive Era, World War I, the Great Depression and New Deal, World War II, issues of civil and minority rights, the Cold War, and the United States since 1989. Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).	
Effective Term/Year for Changes: Summer 2024	Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Douglas Kanter/dkanter1@fau.edu/7-3841		
Approved by Department Chair  College Curriculum Chair  College Dean _____ UUPC Chair <u>Korey Sorge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____	Date <u>1/3/23</u> <u>1/8/2024</u> <u>1/8/24</u> <u>1/29/24</u> <u>1/29/24</u> _____ _____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



FLORIDA ATLANTIC UNIVERSITY

AMH 2020-001 11540

US History since 1877

Date: Wednesday, Friday 11:00 AM - 11:50 AM

Building: General Classroom North Boca **Room:** 101

3 Credit(s)

Spring 2024 - 1 Full Term

Instructor Information

Adrian Finucane

Email: afinucane@fau.edu

Office: AL 158

Office Hours: Wednesdays 1-4pm, Fridays 12-1pm, and by appointment. To make an appointment to meet in person or via Zoom, put yourself on Dr. Finucane's calendar here:

<https://calendly.com/finucane>

Phone: (561) 297-3593

Class Lecture Meetings

11-11:50am Wednesdays and Fridays, GN 101

Class Section Meetings

Section Number	Meeting Time	Room	Instructor
12170	10-10:50am Mondays	AL 342	Mr. Shurr
12524	10-10:50am Mondays	AL 344	Mr. Aristeguieta
12525	11-11:50am Mondays	AL 344	Mr. Aristeguieta
12526	11-11:50am Mondays	AL 342	Mr. Shurr
15755	10-10:50am Mondays	GS 107	Mr. Calano
15756	11-11:50am Mondays	GS 107	Mr. Calano
15757	10-10:50am Mondays	AL 338	Mr. Chadarevian
15758	11-11:50am Mondays	AL 343	Mr. Chadarevian

See a map of the FAU Boca Raton campus here:

<https://www.fau.edu/facilities/documents/maps/bocaratonmap.pdf>

TA Name: Leon Aristeguieta

Office: AH 109

Office Hours: Mondays 12-3pm

Email: laristeguiet2022@fau.edu

TA Name: Andrew Calano

Office: AH 109

Office Hours: Mondays 1-2pm and Tuesdays 3:30-4:30pm

Email: acalano2019@fau.edu

TA Name: Christopher Chadarevian

Office: AH 109

Office Hours: Tuesdays 2-3:30pm and Wednesdays 1-2:30

Email: cchadarevian2018@fau.edu

TA Name: Anson Shurr

Office: AH 109

Office Hours: Wednesdays 1-2pm and Fridays 1-3pm

Email: ashurr2020@fau.edu

Course Description

U.S. History since 1877

In this course, students will trace the history of the United States from the end of the Reconstruction Era to the contemporary era. Topics will include but are not limited to the rise of industrialization, the United States' emergence as an actor on the world stage, constitutional amendments and their impact, the Progressive Era, World War I, the Great Depression and New Deal, World War II, issues of civil and minority rights, the Cold War, and the United States since 1989.

Instructional Method

In-Person

Traditional concept of in person. Mandatory attendance is at the discretion of the instructor.

Required Texts/Materials

Other assigned materials will be available through Canvas at no cost.

Top Hat Classroom-One Semester

ISBN: 9780986615108

Publisher: Top Hat Monocle

Course Objectives/Student Learning Outcomes

As they complete this course, students will be able to:

Analyze and interpret primary sources from American history

Identify and explain relationships among major turning points, people, and themes in US History

Civic Literacy Competency and Outcomes:

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

As an IFP Course fulfilling requirement IV: Foundations of Society and Human Behavior, AMH 2020 has the following learning outcomes for students:

At the conclusion of this course, the student will:

1. Utilize civic literacy when assessing political trends, strategies, and climates rooted in United States history and the current United States.

2. Use civic literacy to develop ideas about citizen discourse and citizen virtue in democratic culture.
3. Identify and employ the components of historical research and analysis.
4. Produce clearly organized, thoroughly developed writing assignments, including but not limited to short answer response assignments, short essays, research assignments or research papers, which express defensible conclusions based on historical analyses.
5. Identify and evaluate the motivations, characteristics and consequences of U.S. westward, industrial, urban, and imperial expansion in the late nineteenth and early twentieth centuries.
6. Assess the major figures, organizations, goals, and outcomes associated with progressivism. The students shall analyze the origins, progression, and outcomes of World War I and the 1920s – 1930s.
7. Analyze the origins, progression, and outcome of World War II. The students shall assess the development and characteristics of the Cold War in its first decades, including its impact on U.S. foreign and domestic policy and practices.
8. Analyze the causes and consequences of the major social movements of the 1960s and identify and evaluate the political, social, economic, and diplomatic developments between the 1970s and early 1990s and their relationship to earlier decades.
9. Assess the political, social, economic, and international events that shaped American life in the early 1990s – 2000s.

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Course Evaluation Method

There will be three exams in this course, based on identification terms presented at the beginning of each lecture. Study guides will be distributed the week before the exam and the details of the exams will be discussed in lecture.

Exam 1 (175 possible points) February 7th

Exam 2 (175 points possible) March 20th

Exam 3 (175 points possible) May 1st, 10:30am-1pm

Top Hat Lecture Participation (250 points total)

During course lectures, students will use Top Hat. This program allows students to answer in-class questions during lectures and view Power Point slides during and after lecture meetings. Some of these questions will ask you to make a contribution to a class brainstorming session or discussion. Others will check your understanding of lecture material. Depending on the question type, these will be graded on a combination of factors: for instance, a 2-point question could earn 1 point for completion and 1 additional point for a correct answer. Questions asked during class will total 10 possible points per lecture. Please note that this means there are 280 possible points for this category of grade, which is meant to account for any class absences that you may need to take for illness (in other words, you could miss 3 lectures and still get full points on the Top Hat portion of your grade if you received perfect marks on the other lectures' questions).

If you encounter a technical issue with a lecture's Top Hat, you should write down your answers and email them to Dr. Finucane right away, at the conclusion of that lecture meeting. Top Hat issues must be reported in the week in which they occur. We will not be able to adjust Top Hat grades based on issues reported more than a week after that issue occurred.

Short Writing Assignments (75 points each, 150 total) Three times during the semester, there will be short, 700-word writing assignments (about 2 typed pages) based on primary sources discussed in section. Students will need to choose and complete 2 out of these 3 possible assignments. Detailed assignment instructions and rubrics can be found on the class Canvas website under the "Assignments" tab. These are due by 11:59pm on 2/2, 3/1, and 4/5.

Section Participation (75 points)

Participation includes weekly, required attendance, and active involvement in discussion. See below for more information on participation grades.

Participation will be graded as follows:

A-level Participation: Attends class consistently and always contributes actively and insightfully to the discussion. Comments are judicious and succinct. Student demonstrates engagement with the reading and the class discussion, and asks questions that advance the conversation.

B-level Participation: Attends consistently, and often contributes substantively to the discussion. Demonstrates a considerable effort to understand the material and advances the class discussion. Student asks good questions.

C-level Participation: Student participates infrequently, in ways that suggest a lack of preparation.

D-level Participation: Student is present but unengaged in the discussion. Contributions are very infrequent or unproductive. Does not advance the class discussion.

F-level Participation: Student is absent.

If you are unable to attend one of your section meetings for medical or university-related reasons, you should contact your GTA right away to arrange an alternate form of participation in order to ensure you have the opportunity to earn the relevant points.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Plagiarism is unacceptable in the University community. Academic work must be an original work of your own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they must acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all written assignments and exams. If in doubt, cite your source.

Students are expected to understand that the definition of plagiarism includes:

1. Copying large or small sections of written text—or even a single sentence—without appropriate quotations and citation
2. Paraphrasing written materials without citing the source
3. Citing a source other than that from which you obtained your evidence
4. Altering or contriving evidence

Written assignments for this course will be submitted through Turnitin on the course Canvas site and filtered through anti-plagiarism software. Plagiarizing, intentionally or unintentionally, may result in the failure of an assignment and/or the entire course. Cases of plagiarism are reported to the Dean of Students and subject to a disciplinary process through the College.

All exams are closed-book and closed-note, and are to be taken by the student alone.

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Discussion Sections require weekly attendance and full participation, including coming to class having read and taken notes on the assignments and contributing to class discussions in a respectful way that generates analysis and exploration of new ideas.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

Letter Grade	Points
A	940-1000
A-	900- 939
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-669
D-	600-629
F	599 points or below

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

Written assignments are due at the time listed on the syllabus, and will be submitted through Turnitin on the class Canvas site and run through anti-plagiarism software. Assignments turned in late without prior extension will result in the loss of ten percentage points from the assignment grade per day late, including weekend days and including being turned in late on the same day. In other words, something due at 9am on Monday and turned in at 10pm on Monday would be considered 1 day late. If you know you will be late turning something in, contact Dr. Finucane early to discuss an extension before the deadline.

Students are responsible for ensuring that their assignments have been uploaded to Canvas before the deadline. It is strongly recommended that students take screenshots of their submitted assignments in case of technical issues. If you are ever concerned that a submission has not gone through, you should also email the assignment to your GTA.

In the event of an unavoidable emergency, you should contact Dr. Finucane and your GTA right away to discuss arrangements for making up assignments where possible.

Special Course Requirements

One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide instruction in an objective manner and remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way. During class, the professor may articulate positions and make statements for the purpose of accomplishing this objective or enhancing the learning environment. Additionally, the adoption of class materials for this course does not imply an endorsement of the full content of those materials or the positions of the authors of those materials. Often the professor will provide materials as a point of departure for critical thinking and debate. Students should keep in mind that the ideas presented or discussed during class may not necessarily reflect the professor's personal beliefs or opinions on the subject matter.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a

university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, 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 lecturer, is prohibited. Recordings may not be used as a substitute for class participation or 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 University's Student Code of Conduct and/or the Code of Academic Integrity.

The professor may make and retain their own recordings of class lectures.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Student Support Services and Online Resources

- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)

- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

Course Topical Outline

WEEK 1

Reading

The Declaration of Independence

The Constitution and Bill of Rights (these readings are linked on Canvas)

M Jan 8

Introductory Discussion Section

W Jan 10

The American Republic and What Came Before

F Jan 12

Creation of the Constitution

WEEK 2

Reading

Marbury v. Madison excerpts

Amendments 13, 14, and 15

M Jan 15

No Discussion Section – Martin Luther King, Jr. Day Holiday

W Jan 17

The Form of the US Government and Major Early Court Cases

F Jan 19

The Civil War and Reconstruction Amendments

WEEK 3

Reading

William McKinley on American Expansionism

The Chinese Exclusion Act

Mary Tape on Chinese Segregation

M Jan 22

Discussion Section

W Jan 24

The West and the Movement of People

F Jan 26

American Expansion

WEEK 4

Reading

NYT Account of the Triangle Shirtwaist Factory Fire

Fourth Report of the Factory Investigating Commission

Writing

Short analysis of Chinese Exclusion Act material due 2/2 by 11:59pm

M Jan 29

Discussion Section

W Jan 31

The Second Industrial Revolution

F Feb 2

Capital and Labor

WEEK 5

Reading

Booker T. Washington & W.E.B. Dubois Debate

Woodrow Wilson, The New Freedom

M Feb 5

Discussion Section

W Feb 7

EXAM 1 IN CLASS

F Feb 9

The Progressive Era

WEEK 6

Reading

Sedition Act of 1918

Emma Goldman on Patriotism

Alice Stone Blackwell on Suffrage

M Feb 12

Discussion Section

W Feb 14

Voting Rights Part 1

F Feb 16

World War I

WEEK 7

Reading

Look through <https://www.loc.gov/collections/fsa-owi-black-and-white-negatives/about-this-collection/> - first, read the "About this collection" section, then click "Collection Items." I recommend "American Memory."

M Feb 19

Discussion Section

W Feb 21

Cultural Change in the 1920s

F Feb 23

The Great Depression

WEEK 8

Reading

Hoover on New Deal

Roosevelt on New Deal

Excerpt, Franklin Delano Roosevelt on the Four Freedoms

Writing

Short post on Great Depression photographs due 3/1

M Feb 26

Discussion Section

W Feb 28

The New Deal

F March 1

World War II

SPRING BREAK

WEEK 9

Readings

Joseph McCarthy on Communism

Paul Robeson's Appearance before the HUAC

M March 11

Discussion Section

W March 13

The Cold War

F March 15

Civil Rights Movements

WEEK 10

Readings

Fannie Lou Hamer, Testimony at the Democratic National Convention

Lyndon Johnson on Voting Rights and the American Promise

M March 18

Discussion Section

W March 20

EXAM 2 IN CLASS

F March 22

Voting Rights Part 2

WEEK 11

Reading

Tinker v. Des Moines excerpts

Miranda v. Arizona excerpts

M March 25

Discussion Section

W March 27

The Warren Court and Establishing Legal Rights

F March 29

The Vietnam War

WEEK 12

Readings

Justice Department Memorandum Considering Indictment of Richard M. Nixon

Jimmy Carter, "Crisis of Confidence"

First Inaugural Address of Ronald Reagan

Writing

Short analysis of Legal Rights cases due 4/5

M April 1

Discussion Section

W April 3

The 1960s

F April 5

The 1970s

WEEK 13

Reading

Statements of AIDS Patients

Statements from the Parents Music Resource Center

M April 8

Discussion Section

W April 10

The Regan Era

F April 12

The 1980s and 1990s

WEEK 14

Readings

9/11 Commission Report excerpts

George W. Bush on the Post-9/11 World

M April 15

Discussion Section

W April 17

9/11 and the War on Terror

F April 19

Pre-exam Review and Wrap-up

WEEK 15

M April 22

Final Exam Review in Section

Final Exam May 1st 10:30am-1pm in GN 101