| **PROFESSOR:** | **PHONE NUMBER:** |
| --- | --- |
| **OFFICE LOCATION:** | **E-MAIL:** |
| **OFFICE HOURS:** | **SEMESTER:** |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**AMH 2020 HISTORY OF THE UNITED STATES SINCE 1877 (3 CREDITS)**

This course is a survey of U.S. history from Reconstruction to the present. Emphasis will be on the development of American social, political, and economic institutions through that time period. This course fulfills the State civics requirement.

1. **PREREQUISITES FOR THIS COURSE:** None

**CO-REQUISITES FOR THIS COURSE:** None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

* Industrialization and Westward expansion
* Politics, Urbanizations, and Labor in the Industrial Era
* American Imperialism
* The Progressive Era
* World War I and the “New Era”
* The Great Depression and the New Deal
* The United States and World War II
* The Cold War Era
* Civil Rights, the Student Movement, and the Vietnam War
* The Politics and Economics of the Conservative Era
* America and the World since Vietnam

1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the outcomes/objectives assessed in this course which play an *integral* part in the student’s general education along with the general education competency they support.

  General Education Competency:

**Think** critically about questions to yield meaning and value

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Students will analyze historical evidence, primary sources, and generate arguments and conclusions about major problems, debates, and issues in U.S. history from 1877.

**Visualize** and engage the world from different historical, social, religious, and cultural approaches.

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Students will examine the multiple perspectives of different cultural groups and classes in different eras using primary and secondary sources and generate arguments and conclusions about the contributions made and setbacks encountered from those diverse groups in U.S. history since 1877.

**B (1).** **In accordance with Florida Statute 1007.25 concerning the state’s general education core course requirements, this course meets the general education competencies for the *Social Sciences:***

* Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view.
* Students will demonstrate an understanding of basic social and behavioral science concepts and principles used the analysis of behavioral, social, and cultural issues, past and present, local and global.

**B (2). In accordance with Florida Statute 1007.25 concerning the state’s requirement to demonstrate civics literacy, this course meets the learning outcomes:**

* An understanding of basic principles and practices of American democracy and how they are applied in our republican form of government.
* An understanding of the United States Constitution.
* Knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-governance.
* An understanding of landmark Supreme Court cases, landmark legislation, and landmark executive actions, and their impact on law and society*.*

**C.** **Other Course Objectives/Standards**

* Students will analyze the impact of industrialization on the nation’s political economy since 1877 and compare and contrast the American people’s response to the transformation of the nation’s economy during the Progressive Era, the Great Depression, and the 1960s.
* Students will describe the transformation the United States place in world affairs and analyze the impact of the Spanish-American War, World War I and World War II, and the Cold War on domestic and foreign relations in the twentieth century and new challenges in the twenty-first century.
* Students will describe the transformation of race, class, or gender relations in the twentieth century and analyze these changes in relation to the present day.
* Students will examine the political and social debates of the 1950s and 1960s and evaluate the transformation of American politics from the 1970s to the twenty-first century.

1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at [equity@fsw.edu](mailto:equity@fsw.edu).  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

| 90 - 100 | = | A |
| --- | --- | --- |
| 80 - 89 | = | B |
| 70 - 79 | = | C |
| 60 - 69 | = | D |
| Below 60 | = | F |

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)