



NORTHWEST FLORIDA STATE COLLEGE

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INSTRUCTOR INFORMATION

- **Professor: Ingrun Mann**
- **Email: manni@nwfsc.edu**
- **Phone: (850) 502-9228**
- **Office Hours: TBA**
- **Office Location: TBA**

INSTRUCTOR COMMUNICATION

Your NWFSC email is the official communication medium of the College. Please check your College email regularly for any class and College notifications. The instructor will respond within **36 hours, Monday through Friday.**

COURSE INFORMATION

- **Course Subject and Number: AMH 2020**
- **Course Name and Number: American History II, CRN: 20301**
- **Class Location (Campus/Building/Room): Niceville Campus, Building C (330), Room 208**
- **Class Modality: Traditional, in classroom**
- **Class Days: Mondays and Wednesdays**
- **Class Times: 09:30-10:50am**
- **Online Classroom with Gradebook: [Canvas class shell](#)**
- **Final Exam: TBA**

COURSE DESCRIPTION

In Accordance with Florida State Legislation:

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, the Civil Rights Era, the Cold War, and the United States since 1989.

Overview of the course:

Welcome to American History II! This course's intent is to allow students to explore the field of the social, political, and economic development of the American people from 1877; concentrating on industrial growth, the rise of corporate business, big labor, and government organization. It also explores the modification of basic American character and ideas as a continual historical process. This class covers World War II and the Cold War.

COURSE GOALS

STUDENT LEARNING OUTCOMES:

- Students will describe the factual details of the substantive historical episodes under study.
- Students will identify and analyze foundational developments that shaped American history since 1877 using critical thinking skills.
- Students will demonstrate an understanding of the primary ideas, values, and perceptions that have shaped American history.
- Students will demonstrate competency in civic literacy.

Goals and Objectives:

The student will:

- Evaluate the various plans for Reconstruction, the success and failures of Reconstruction policies, and the legal and social changes following the American Civil War
- Trace and assess the continuity of historical events and the relationship of past events to modern America
- Describe the changes to American politics, culture, immigration policies, and economics at the outset of and during the 20th Century
- Develop and demonstrate an understanding of the United States Constitution and its application.
- Evaluate the changes to political parties, voting patterns, and the expansion of the electorate to be inclusive of Americans regardless of race, gender, and age
- Identify trends in American history that illustrate the ties of the past, the present, and the future.
- Describe an understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government.

COURSE PREREQUISITES

A passing score on the standardized placement test measuring communications/verbal/reading achievement, successful completion of any required developmental English and Reading coursework with a grade of "C" or better, or exemption from placement testing.

COURSE MATERIALS

<https://openstax.org/details/books/us-history>

ASSIGNMENTS, GRADING SCHEME AND PROCEDURES

Assignment Category	Points/Percentage of Grade	Due Date
Exams You will have five chapter exams. The first four exams are online exams; the final (fifth) semester exam will be given in the classroom.	30% total; 6% each	See schedule below for exam dates!
Essays You will have to write three papers for this class. The goal of each essay is to help you develop critical thinking skills and improve your ability to synthesize historical information.	60% total; two papers worth 17.5% each, and one longer research paper worth 25%	Check schedule below for paper due dates!
Participation	10%	
Total	100%	

Grading Scheme

Grade	Range
A	90 – 100 %
B	80 – 89 %
C	70 – 79 %
D	60 – 69 %
F	59 and less %

CLASSROOM POLICIES

- Active participation and academic engagement are expectations of enrollment in this course. Faculty confirm each student's attendance in class after the schedule adjustment period ends. Students who have not attended class or otherwise engaged academically in the course through the submission of an academic assignment or through participation in a curricular activity may be withdrawn from the course for nonattendance.
- This class involves frequent class discussions; students will neither benefit from these activities nor contribute to the class as a whole if students are frequently absent. Therefore, **5** hours of missed class may result in the penalty of zero points in the participation element of the final course grade.

I will do my best to grade all written assignments within 8-10 days! Online tests will be graded immediately.

- Tests have to be taken on designated dates. **5 points are deducted for each late day for both tests and papers!** Except for extenuating circumstances, I do not accept papers that have been submitted a week after the stated due date!

MAKE-UP WORK

Students will need to contact the professor in a timely manner for any make-up work. If you wait until the end of the semester, you lose the opportunity.

Make sure to read your weekly chapters! The PowerPoint presentations are available in Canvas and are summaries of the chapters.

This class requires the completion of **three written assignments**. All papers must be double-spaced and use font size 12.

Assignment 1: *Imagine the West!* Please write a two-page paper (minimum word count 680) from the perspective of a Native American or a white or African-American pioneer/pro prospector or an Asian immigrant facing profound change and upheaval in the American West in the second part of the 1800s. You can also juxtapose two opposing sides. For example, a Native American (page one) voices his concerns over encroaching settlers from the East, while the commanding officer of a US Army regiment regards the Indians as a dangerous threat to westward expansion (page two). The key task of this paper is to put yourself in the "historical shoes" of your ancestors. **Please write this essay using the first-person perspective!**

OR

Imagine Life during the Gilded Age! Please write a two-page paper from the perspective of an American or recent immigrant to the United States about the common struggles or triumphs experienced by individuals in the final decades or the nineteenth century. For example, put yourself "in the shoes" of a factory worker enduring long hours in dangerous conditions at Andrew Carnegie's Homestead Steel Works, or write from the perspective of an overworked housemaid who envies her rich New York City employers like the Vanderbilts. You can also juxtapose two opposing positions. For example, get into the mind of Andrew Carnegie and his *Gospel of Wealth*, and how this contrasted with a hard-working, yet struggling factory worker, who lived in one of America's urban slums. Be sure

to use appropriate language and avoid twenty-first century idioms. No academic sources are required for this paper, although the reading/viewing of articles/documentaries prior to writing your essay is highly recommended! Have fun with this project! Please write this essay using the first-person perspective!

If creative writing is not your forte, you can also write a position/argumentative paper of the same length on one of the above topics, i.e., why did America's upper classes often show little sympathy for embattled industrial workers? You must use a minimum of two academic sources!

Assignment 2: World War I

Please write a two-page paper covering any aspect of World War I (minimum word count 680, excluding bibliography). Like your final paper, this essay must be a position paper, which requires the development and arguing of a specific thesis. Watch the following video, which explains how to develop a convincing thesis.

<https://www.youtube.com/watch?v=U3qsl-BqfNw>

You must use at least two academic sources (use the NWFSC library, either in person or online; I also put sources into the respective Canvas chapter folder) to argue your point!

You can also answer one of the following questions:

In your opinion, should the US have entered World War I?

Identify and discuss the three most significant factors leading to the outbreak of World War I.

How did WWI trench warfare differ from previous ways of fighting? (Use poignant primary sources to underscore your argument)

What technologies changed the WWI battlefield?

To what extent was the United States able to honor its pledge of neutrality in 1914-16?

How did the entry of the United States into WWI change the outcome of the conflict?

What was the fate of African-American soldiers during and after WWI?

Compare and contrast the objectives and approaches of the "Big Three" (W. Wilson, D. Lloyd George and G. Clemenceau) at the Paris Peace Talks.

The French General Ferdinand Foch claimed of the Treaty of Versailles that it was not a peace but a "20-year armistice". Was he correct and, if so, why?

How did the United States respond to the Treaty of Versailles? What were the global implications of this American response?

Assignment 3: Final Paper, word count 900 minimum (excluding bibliography)

1) We examined the role of the Cold War upon domestic and foreign policy. This war, that spanned decades, required the attention of several presidents. Describe how each US

President (Truman, Eisenhower, Kennedy, Johnson, Nixon, Ford, Carter, Reagan, and G. H. W. Bush) dealt with the Cold War. Describe the strengths and weaknesses of each president's policies. Second, which US President, in your opinion, was *most successful* in dealing with the impending crisis (and the related foreign or domestic issues) as it related to the Cold War during their presidency and why? For the second part - provide examples to support your selection of the *most successful* president.

- 2) Describe the changes and leading events that shaped America between 1877 and 2012. Pick five (5) events to illustrate social, political, legal, and cultural changes. Why were these selected five (5) events the most important? Explain the details surrounding your selected events to explain why they were chosen as the most important events to describe this period in US history.

If these two questions do not appeal to you may write about any topic covered in this class, ranging from 1877-2001. I posted additional topic suggestions in the Canvas final assignment section!

You must use at least 4 academic sources to prove your thesis!

No points will be deducted if you use MLA or APA citations, but you can earn 5 points of extra credit for using the Chicago Manual of Style for this paper. An example of the Chicago Style in a paper is posted on Canvas.

For the second and third essay, make sure to use only academic sources when writing your paper! Your sources have to come from the Northwest Florida Library or the Canvas sources folders! No Wikipedia, Americanhistory.org, encyclopedias, or History.com! You can utilize your textbook to bolster your thesis, but it does not count as a source! Please submit all your papers online!

Major points are deducted if you write less than the required pages/word count! However, there are no penalties for exceeding the assigned page numbers. Don't write about the same topic twice!

Late Papers: Five points will be deducted for each late day. I will no longer accept papers seven days after the due date (unless there is a valid excuse)!

Please submit each paper with the following subject line: Last Name + First Name, plus course. For example, Smith_John_AMH 2010. Thank you!

A NOTE ON CITATION

You are probably familiar with MLA and APA citation styles. Historians, however, usually follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will ask students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*.

ASSIGNMENT SCHEDULE

(Course schedule subject to slight changes)

Mon, 12 Jan Introduction, Syllabus, Setting the Stage: The Final Decades of the 1800s
Chapter 16: Capital and Labor
Wed, 14 Jan Chapter 17: The West

Mon, 19 Jan College Closed for Dr. Martin Luther King Jr. Holiday
Wed, 21 Jan Chapter 17 Continued

Mon, 26 Jan Chapter 19: American Empire, Exam 1 online on Ch. 16 & 17!
Wed, 28 Jan Chapter 19 Continued

Mon, 02 Feb Chapter 20: The Progressive Era
Wed, 04 Feb Chapter 20 Continued, First Paper Due!

Mon, 09 Feb Chapter 21: World War I & Its Aftermath, Exam 2 online on Ch. 19 & 20!
Wed, 11 Feb Chapter 21 Continued

Mon, 16 Feb Chapter 21 Continued
Wed, 18 Feb Chapter 22: The New Era

Mon, 23 Feb Chapter 23: The Great Depression
Wed, 25 Feb Chapter 23 Continued

Mon, 02 Mar Chapter 24: World War II Exam 3 online on Ch. 21-23!
Wed, 04 Mar Chapter 24 Continued, World War I paper due!

Mon, 09 Mar Chapter 24 Continued
Wed, 11 Mar Chapter 24 Continued

College Closed for Spring Break from 16-20 March

Mo, 23 Mar Chapter 25: The Cold War
Wed, 25 Mar Chapter 25 Continued

Mon, 30 Mar Chapter 25 Continued
Wed, 01 Apr Chapter 26: The Affluent Society

Mon, 06 Apr Chapter 27: The Sixties, Exam 4 online on Ch. 24 & 25!
Wed, 08 Apr Chapter 28: A Nation Divided: The Vietnam War

Mon, 13 Apr Chapter 28 Continued
Wed, 15 Apr Chapter 28 Continued

Mon, 20 Apr Chapter 29: The Triumph of the Right

Wed, 22 Apr Chapter 29 Continued, Final Paper due!

Mon, 27 Apr Chapter 30: The Recent Past

Wed, 29 Apr Chapter 30 Continued

May Final Exam (5) in classroom from 10-11:50am

Last day to withdraw from class: 02 April

STUDENT EXPECTATIONS AND RESOURCES

NWFSC aims for excellence in education and scholarly pursuits. Campus policies and procedures support this goal by protecting the health, safety, welfare, and property of the College and its students. To view all campus policies, please see the [college catalog](#). Several essential policies are provided below with the corresponding link to the full policy for your review.

NWFSC POLICY	DESCRIPTION
Academic Integrity	<p>Students are expected to behave responsibly as members of the College community and be honest and forthright in their academic endeavors. This includes the use of generative AI tools. Using genAI in any form to substantially complete an assessment is prohibited, except where explicitly allowed by the instructor.</p> <p>Any time the instructor suspects there is a violation of Academic Integrity or there is a reported Academic Integrity Incident, the instructor is required to investigate it as outlined in the Academic Integrity section of the handbook (linked to the left). The instructor will provide information to the student about the procedure, the complaint, the findings, and any consequence imposed.</p> <p>Students are also expected to behave professionally and refrain from disrupting other students' learning environments.</p>
Accommodations	<p>The Accommodation Resource Center at Northwest Florida State College is committed to providing equal access and opportunities for educational success to all students with disabilities as guided by the American Disabilities Act and other disability-related laws.</p>
Attendance	<p>Regular attendance and participation in the course is expected. All students should adhere to the College calendar. For dual enrolled students, high school holidays may not be College holidays.</p>
Tutoring Services	<p>Tutoring services are available in person and online.</p>
Counseling Services	<p>All actively enrolled students can receive an initial assessment and up to five therapeutic sessions with a Behavioral Health provider at no cost to the student.</p>

<u>Student Code of Conduct</u>	Students are expected to adhere to the rules, regulations, and policies outlined in the Student Code of Conduct.
<u>Student Complaints</u>	NWFSC desires to resolve student grievances, complaints, and concerns expeditiously, fairly, and in an amicable manner. A student who desires to resolve a grievance may initiate the resolution process using the information in the link provided to the left.
<u>Student Rights and Responsibilities</u>	All students should review the Student Rights and Responsibilities section of the Student Handbook to understand their role as a student.

OTHER IMPORTANT INFORMATION

EMERGENCY COLLEGE CLOSURE

This course's schedule, requirements, and procedures are subject to change in the event of unusual or extraordinary circumstances. If the College closes for inclement weather or another emergency, any exams, presentations, or assignments previously scheduled during the closure period will automatically be rescheduled for the first regular class meeting held once the college reopens. If changes to graded activities are required, students will not be penalized due to the adjustments but will be responsible for meeting revised deadlines and course requirements.

ACADEMIC INTEGRITY TOOLS

Northwest Florida State College subscribes to Turnitin, an online plagiarism detection and prevention service. By enrolling in this class, students consent to upload their papers to Turnitin, where they will be checked for plagiarism. Papers submitted to Turnitin may be saved as source documents within these databases to detect plagiarism in other papers. Please note: All assignments submitted in this course are analyzed for plagiarism and originality.

- Plagiarized papers that were written with the use of AI will receive a zero grade!

ACADEMIC CONTINUITY PLAN

NWFSC is dedicated to protecting the health and well-being of its students, staff, and faculty. The College is dedicated to working with faculty and students to ensure timely course and program completion during emergencies. In the event of a College closure, the format of this course may be modified to enable completion of the course through other means, including but not limited to online course delivery through online classrooms. Check your RaiderNet College email and LMS classroom online for any updates.

WELCOME TO CLASS

As the semester progresses, please let me know if you have any questions or concerns. I am here to help you!

Thank you for choosing NWFSC for your education—and welcome to class! 😊