



AMH 2020-84932
US History Since 1877
Instructor: Dr. Patrick Brennan

Course Syllabus
A Session, Fall Semester, 2025
Term Dates: 8 August, 2025-12 December, 2025

For any syllabus posted prior to the beginning of the term, the instructor reserves the right to make minor changes prior to or during the term. The instructor will notify students, via e-mail or Canvas announcement, when changes are made in the requirements and/or grading of the course.

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Instructor Education:

BA, Theatre, University of Florida, Gainesville, 1993
MA, History, Arkansas State University, Jonesboro, 1996
Ph.D., History, University of Missouri, Columbia, 2003
Ed.D., Organizational Leadership in Higher Education,
University of Florida, Gainesville, 2018

Credit hours: 3**Lecture hours: 3****Prerequisites: None**

Technology Requirements for this Course: This section of AMH 2020 requires that students have regular and open access to a computer and that they maintain reliable internet service. Computer problems happen, but they are not an excuse for late or missing work.

Technical Assistance:

Technical support is available by phone 24 hours a day, 7 days per week by calling (850) 913-3303. Technicians are available on the Panama City Campus from 8:00 am to 4:00 pm (CST) Monday through Friday.

Course Description: 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.

Student Learning Outcomes (SLOs)

- 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 explain the basic principles of American democracy and their application within its republican form of government.
- Students will identify and interpret the nation's founding documents, including the Declaration of Independence and the Constitution, and how they were applied during the period under study.
- Students will identify and interpret how landmark Supreme Court decisions shaped American law and society.

Required Textbook:

The textbook for this course, titled *U.S. History*, is a completely free, online, and downloadable textbook. Click the following link for the text:

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

From the OpenStax website: “*U.S. History* is designed to meet the scope and sequence requirements of most introductory courses. The text provides a balanced approach to U.S. history, considering the people, events, and ideas that have shaped the United States from both the top down (politics, economics, diplomacy) and bottom up (eyewitness accounts, lived experience). *U.S. History* covers key forces that form the American experience, with particular attention to issues of race, class, and gender.”

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6A-10.02413-1 Civics Literacy Competency

Civic Literacy, Course Competencies, and Outcomes: The State of Florida recently adopted a new rule regarding Civics Literacy. The old Civics Literacy rule required all students to successfully complete one of the two following courses, either AMH 2020 or POS 2041.

The new rule requires students to successfully pass AMH 2010, AMH 2020 or POS 2041 **AND** achieve a passing score on a Department of Education-approved civics exam—including the Florida Civics Literacy Exam (FCLE).

The new rule applies **ONLY** for students who entered college as "first-time-college-students" during Fall Semester 2021 and thereafter. If you were enrolled in college prior to Fall 2021, you will not need to complete the exam. This exemption does not, however, apply for dual-enrolled high school students.

There is a link within the FCLE module (at the top under Start Here and above Textbook) for you to register for the FCLE.

NOTE: the FCLE is not part of the grading schema for AMH 2010—it is entirely separate from your overall grade in our AMH 2010 course.

Student Expectation Statement: The student is expected to participate in the course via e-mail exchanges with the instructor, using the provided materials in each of the four modules to complete assignments and prepare for exams. In addition to the assignments, short quizzes, and readings within each module, students MUST complete the Pre-Modular Assignments.

Assignment of Grades: All grades will be posted in the student grade book in Canvas and will be assigned according to the following scale:

A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	59% and below

Course Components:

Method of Evaluation:

Modular Exams (x 4 @ 20% each)	80%
Pre-modular Assignments	20%

Make-Up Work Policy: Missing any part of this schedule may prevent completion of the course. If you foresee difficulty of any type (i.e., an illness, employment change, etc.) which may prevent completion of this course, notify the instructor as soon as possible. Failure to do so will result in failure for an assignment and/or failure of the course.

At the end of the term, one day is set aside for making up or retaking exams. This is the only day for students to retake or make up a test. If a student wants to use this opportunity to submit or re-submit an assignment that is allowed. Students must choose one-an exam or an assignment to make-up, not both.

Course Outline:

Students enrolled in this course will be required to:

- Access the course materials in Canvas;
- Read all of the textbook pages assigned with each Learning Module;
- Complete all four exams AS SCHEDULED (see the course schedule below);
- Complete all the assignments and any quizzes (if and when I assign them. Although there are currently none on the calendar, that is subject to change. If I create an assignment or a quiz, I will make an announcement in class as well as here, in Canvas);
- Contact the instructor via email at once with any problems or issues. I cannot handle problems unless you make me aware of them.

Assessment Instruments: This course relies primarily on in class lectures. Materials and Assessments are assigned to prepare students for the Major Exams (4).

Exams

- The exams will be in class
- The exams will be comprised of multiple-choice, true-false, and matching questions.
- Anyone needing to miss an exam for any reason, please plan to use the make-up date at the end of the term.

Course Calendar for Learning Modules and exams.

Module 1- Read Chapters 16, 18, 17, and 19 in your textbook. This module will look at Reconstruction, business and invention, and Urban Migration during the Gilded Age.

Module 1 First Major Exam (20 %)

Module 2- Read chapters 20, 21, and 22, in your textbook. In this unit, students will learn about Theodore Roosevelt and how he infused the Presidency with moral authority. This moral authority will shape American foreign policy and lead to the formation of the American “empire.”

Module 2 Second Major Exam (20%) In class

Module 3- Read chapters 23, 24, 25, and 26. In this unit, students will learn about World War I and the Jazz Age that followed. Students will learn about Republican triumphs throughout the 1920s until October, 1929. Finally, students will learn about Roosevelt’s efforts to alleviate the Depression in America.

Module 3 Major Exam (20%) In class

Module 4 – Read Chapters 27, 28, 30, and 31 in your textbook. In this unit, students will learn about World War II, the Cold War that followed, the cultural revolution and protests of the 1960s, and the New World Order that emerged after the fall of the Berlin Wall.

Fourth and Final Exam (20%) In the classroom

Final Exams Week begins. Your fourth exam is ALSO your Final Exam.

The following policies apply to all GCSC Social Sciences courses.

Academic Integrity Policy - Honest participation in academic endeavors fosters an environment in which optimal learning can take place and is consistent with the college’s mission. Academic misconduct, including cheating or plagiarism, is destructive to the spirit of an educational environment. Social Science professors report every instance of student academic misconduct to the college for inclusion on the student’s records.

- **“Cheating”** includes but is not limited to use of any unauthorized assistance in completing course work.
- **“Plagiarism”** includes, but is not limited to, the use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment as well as the purchase of papers or projects.
- **“Self-plagiarism”** occurs when a student submits the same or considerably similar document to fulfill requirements in different classes. For example, if a student submits a term paper in Religion they originally wrote for an English class, this is self-plagiarism. Once a paper receives a grade in one class, it cannot be submitted again for another class.
- The use of **AI software** in any form to create class assignments may violate GCSC’s Academic Integrity Policy. Before employing AI technology in any manner and to any degree, students should consult with their professors for all courses offered through the Social Sciences Division.

Sanctions for incidences of academic misconduct, depending on the severity of the incidence and/or its repetition, may range from receiving an F grade (or 0) for the test, assignment, or activity, to failure of the course, to suspension or dismissal from the college.

Student Accessibility Statement - Gulf Coast State College supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, reasonable accommodations can be arranged. Prior to receiving accommodations, you must register with Student Accessibility Resources. Appropriate academic accommodations will be determined based on the documented needs of the student. For information regarding the registration process, email sar@gulfcoast.edu or call 850-747-3243.

Recording Lectures - In accordance with federal and state privacy laws, students may record class lectures for their own personal educational use, in connection with a complaint to the college, or as evidence in internal or external legal proceedings. Students may not publish or upload the recordings or any components thereof without the knowledge and written permission of the faculty member. Failure to obtain permission to publish could lead to the students’ having to pay damages, attorney fees, and court costs. For more information about what can be recorded, please see the guidelines in the current GCSC Student Handbook.

Email & Voicemail Response Time - Instructors will check and respond to messages sent to their gulfcoast.edu email within 48 hours during scheduled workdays, barring illness or emergencies. The instructor may or may not check email during holidays or weekends. This policy also applies to messages sent via Canvas, as well as voicemails left on a provided phone number.

Attendance - Regular class attendance and participation are significant factors that help to promote success in college. In face-to-face courses, students are required to be in class at the beginning of each class session, as attendance will be taken at this time. If a student arrives late, it is his/her responsibility to inform the instructor after class of his/her presence. Failure

to do so may result in the student being marked as “Absent.” Attendance in an online/hybrid CANVAS class is defined as submission of complete written assignments prior to their posted deadline.

Withdrawals - Students may withdraw themselves from any course until the published withdrawal deadline for that term in the Gulf Coast State College catalog. Students wishing to withdraw from a course and receive a “W” must complete a withdrawal form and submit this to the Office of Enrollment Services prior to the scheduled withdrawal date as published on the college calendar. If you feel you have a unique situation that warrants removal from all of your courses for a term after the withdrawal deadline has passed, you may contact the Vice President of Student Affairs to discuss your situation.

Consequences of Withdrawals - Two withdrawals are permitted per credit course. After that, a grade will be assigned. Please be concerned about withdrawals. When admitting students into certain programs, universities may calculate withdrawals as grades. It is your responsibility to verify the effects of enrollment and/or withdrawal upon your financial assistance (financial aid, scholarships, grants, etc.).

Incomplete Grades - Grades of Incomplete in any Social Sciences course can only be assigned to students who have an emergency arise during the last two weeks of the course.

To receive an Incomplete, students must:

- Submit a written request to the instructor prior to the last face-to-face class meeting. For online courses, a written Incomplete request must be received no later than the week before the Final Exam period begins.
- Have completed no less than 60 percent of the course requirements and be passing the course at the time the request for an Incomplete is submitted.

Important Note: The Incomplete option provides 30 days from the date grades are due to make up any missing work; if work is not submitted during this period, the grade will automatically change to an “F” in Lighthouse.