

# **AMH2020: United States Since 1877**

## **Summer 2025 (3 credits)**

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### **I. General Information**

**Meeting days and times:** M/T/Th period 3

**Class location:** TUR L011

#### **Instructor:**

**Name:** Matthew Blake Strickland

**Office:** Keene Flint Hall 220

**Phone:** 352-273-3370

**Email:** mbstrickland@ufl.edu

**Office Hours:** T/Th 9:30-10:30 (or by appointment)

#### **Teaching Assistants:**

**Name:** Danielle Barrientos

**Email:** dbarrientos13@ufl.edu

**Office Hours:** TBA

**Name:** Lisa Krause

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**Office Hours:** TBA

**Name:** Marianne Quijano

**Email:** mariannequijano@ufl.edu

**Office Hours:** TBA

### **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.

NOTE: All topics in this course will be taught objectively as objects of analysis, without endorsement of particular viewpoints, and will be observed from multiple perspectives. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, or belief. Students are encouraged to employ critical thinking and to rely on data and verifiable sources to explore readings and subject matter in this course. All perspectives will be respected in class discussions.

### **Prerequisites**

None.

**General Education Designation: Social and Behavioral Sciences (S)**

Social Science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. **Social and Behavioral Sciences (S)** is a sub-designation of Social Sciences at the University of Florida. These courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

Your successful completion of AMH2020 with a grade of “C” or higher will count towards UF’s General Education State Core in Social Science (S). It will also count towards the State of Florida’s Civic Literacy requirement.

**Course Objectives**

All General Education area objectives can be found [here](#).

The AMH 2020 curriculum will also cover the following course-specific objectives:

- 1. Address how the Civil War and Reconstruction set the stage for the development of the modern United States.
- 2. Explore how US involvement in the Spanish-American War, World War One, and World War Two reshaped US foreign policy and civil society.
- 3. Present the origins of the Cold War, its implications for US international relations, and its influence on American political culture.
- 4. Enable students to analyze and evaluate the origins and influences of the civil rights movement, the Vietnam War, the women’s movement, and New Right conservatism.
- 5. Teach students how to analyze historical documents and scholarship from a range of authors and time periods.

**II. Student Learning Outcomes**

**A student who successfully completes this course will:**

- 1. Describe the factual details of the substantive historical episodes under study.
- 2. Identify and analyze foundational developments that shaped American history since 1877 using critical thinking skills.
- 3. Demonstrate an understanding of the primary ideas, values, and perceptions that have shaped American history.
- 4. Demonstrate competency in civic literacy.

**Objectives—General Education and Social Sciences (S)**

CATEGORY	SOCIAL SCIENCE SLOS	STATE SLO ASSIGNMENTS	COURSE:
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Content	Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.	Outcomes 1-4	Students will demonstrate their knowledge of the details of the substantive historical episodes of US History since 1877 by analyzing primary and secondary sources in short papers, homework assignments, exams, and in-class discussion.
Critical Thinking	Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.	Outcomes 1-4	Students will demonstrate their ability in applying qualitative and quantitative methods by analyzing primary and secondary sources in short papers, homework assignments, and exams by using critical thinking skills.
Communication	Communication is the development and expression of ideas in written and oral forms.	Outcomes 1-4	<p>Students will identify and explain key developments that shaped United States history since 1877 in written assignments and class discussion.</p> <p>Students will demonstrate their understandings of the primary ideas, values, and perceptions that have shaped United States history and will describe them in written assignments, exams, and class discussion.</p>

### III. Graded Work

## Required Materials

- *American Yawp* Textbook (freely available on the web: <https://www.americanyawp.com/index.html>)

### Materials will be available through the following means:

The *American Yawp* textbook is available for free online. All other secondary sources and primary sources will be available through Canvas and web links in the syllabus.

**Materials Fee:** \$0.00

## Graded Components

**Attendance and Participation:** Your attendance in lectures and discussion sections is mandatory. While it is not feasible to take attendance during lecture, your TA will maintain attendance records for all discussion sections. Participation in the course is assessed based on your analysis of primary sources, the textbook readings, and discussions. This grade will be assessed by your TA.

**Excellent (90-100%):** Attends at least 95% of classes (no more than 1-2 absences), participates in 80-100% of discussions, and consistently engages with peers in a meaningful way.

**Good (80-89%):** Attends 85-94% of classes (3-4 absences), participates in 60-79% of discussions, and demonstrates a solid understanding of the material.

**Fair (70-79%):** Attends 75-84% of classes (5-6 absences), participates in 40-59% of discussions, but contributions may be less frequent or lack depth.

**Poor (60-69%):** Attends 60-74% of classes (7-8 absences), participates in 20-39% of discussions, and shows limited engagement.

**Failing (0-59%):** Attends less than 60% of classes (more than 8 absences), participates in fewer than 20% of discussions, or shows little to no engagement.

**Midterm/Final Exam:** Your midterm and final will have a combination of IDs and essay questions. We can discuss the specifics the closer we get to these exams. An exam rubric is available on Canvas and attached to this syllabus.

**Final Essay:** This essay is an exercise in historical research, synthesis, and writing. A rubric for this assignment is on Canvas and attached to this syllabus.

Academic analysis nearly always begins with some type of close reading: of texts, of data, of images, etc. In this essay you will develop your close reading skills and work on building an argument using the evidence you find. You can think of a close reading essay as developing in three phases:

1. **Observation:** As you read your sources, notice formal elements and nuances of the text such as tone, phrasing, imagery, word choice, etc. Noticing things leads to interpretation.
2. **Interpretation:** Draw inferences from your observations and explain what your observations might mean in context. As you process your interpretations, you will develop an argument.
3. **Argument:** The outcome of a close reading is a coherent argument based on the interpretations derived from your observations. Your argument will be based on evidence in the form of quotations and examples from the text.

Begin with **three dates:** the year of your birth, the year of one of your parents' births, and the year of one of your grandparents' births. (For example: 2000, 1969, and 1945).

Do research. Find **two newspaper articles** for each year you are studying. You will use [Proquest Historical Newspapers](#) to access these sources (see instructional video for a how-to demonstration). You can feel free to use secondary sources (books written by historians) to provide context, but it is not required.

Then, in the course of doing your research, pick **one** of the following **historical themes**:

- Gender, race, patriotism, religion, nationalism, class, violence, sexuality, technology, ethnicity, immigration.
- If you would like to write on a different theme, get your instructor's approval beforehand.

Finally, in a written essay of 4-6 pages, **explain** how your sources illustrate change over time with regards to your theme. How do your sources differ from one another? In what ways are they similar?

You must quote and cite at least two sources for each year you are studying. As such, over the course of the essay you will be analyzing at least six different newspaper articles.

**TOTAL: 100%**

### Grading Scale

Letter Grade	Number Grade
A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
E	59-0

See the UF Catalog's "[Grades and Grading Policies](#)" for information on how UF assigns grade points.

*Note: A minimum grade of C is required to earn General Education credit.*

**University Assessment Policies.** Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the [Catalog](#).

**Instructions for Submitting Written Assignments.** All written assignments must be submitted as Word documents (.doc or .docx) through the "Assignments" portal in Canvas by the specified deadlines. Do NOT send assignments as PDF files.

**Extensions & Make-Up Exams.** Only the professor can authorize an extension or make-up exam, and all requests must be supported by documentation from a medical provider, Student Health Services, the Disability Resource Center, or the Dean of Students Office. Requirements for attendance and make-up exams, assignments, and other work in this course are consistent with university policies:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Late Submissions.** Unless an extension is granted, the two essays will incur a 10-point penalty for every day they are late, beginning the minute after the official deadline passes. Section homework will receive a grade of zero (F) if submitted after the 9:30am EDT deadline.

**Extra Credit.** You may submit an extra-credit homework on Friday, April 18, by 9:30am EDT. The professor will announce in class if other extra credit opportunities arise during the semester. All extra credit points will be added to your mid-term exam grade in late April.

**Canvas.** Class announcements will be made through Canvas, and all papers **must** be turned in via Canvas. Class handouts, lecture slides, assignment rubrics, readings, study guides, a writing sample, and a copy of this syllabus are on our Canvas site. Check your Canvas inbox daily, and read all AMH 2020 Canvas announcements, which is how I communicate with the class.

### **Technology in the Classroom**

To respect a wide range of learning styles, I will permit the use of tablets and laptops in class so long as they do not distract you or your fellow students. However, abuses of this technology policy will be taken seriously. Students disrupting the lecture may be asked to leave, and anyone caught using tablets or laptops for purposes unrelated to the course during a discussion section will receive an unexcused absence and a failing participation grade for that meeting. No computers or laptops are allowed on exam days, and those who repeatedly violate the technology policy will be barred from bringing laptops and tablets to class. Cellphones should be on vibrate.

### **Class Communication Policy**

The best way to get in contact with your professor or TA is through our UF emails, listed on the front page of the syllabus. We will do our best to reply within one business day, but there may be periods when we are slower to respond due to high email volume. Please also note that we will not answer emails at night, over weekends, or during university-scheduled holidays. Finally, when you email Dr. Billups, please carbon copy (cc) your TA to streamline communication.

### **Assignment Support Outside the Classroom**

You are welcome to come to regular office hours or to schedule an individual appointment with your professor or TA. When needed, I also encourage you to seek support from the academic resources listed on this syllabus.

## **IV. Evaluations**

### **UF course evaluation process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-uf1.bluera.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## **V. University Policies and Resources**

### **Students requiring accommodation**

Students who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### **University Honesty Policy**

UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [See the UF Conduct Code website for more information](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

### **Plagiarism and Related Ethical Violations**

Ethical violations such as plagiarism, cheating, academic misconduct (e.g. passing off others’ work as your own, reusing old assignments, etc.) will not be tolerated and will result in a failing grade in this course. Students must be especially wary of plagiarism. The UF Student Honor Code defines plagiarism as follows: "A student shall not represent as the student’s own work all or any portion of the work of another. Plagiarism includes (but is not limited to): a. Quoting oral or written materials, whether published or unpublished, without proper attribution. b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student." We will go over this in greater detail prior to the first written assignment. Students are encouraged to reach out with any additional questions regarding what constitutes plagiarism. Note that plagiarism also includes the use of any artificial intelligence programs, such as ChatGPT.

### **In-class recording**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party-note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### Procedure for conflict resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Nina Caputo (Associate Chair) ([ncaputo@ufl.edu](mailto:ncaputo@ufl.edu), 352-273-3379). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

### Campus Resources

- U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- University Police Department: Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.
- Student Success Initiative, <https://studentsuccess.ufl.edu/>.
- [Field and Fork Pantry](#). Food and toiletries for students experiencing food insecurity.
- [Dean of Students Office](#). 202 Peabody Hall, 392-1261. Among other services, the DSO assists students who are experiencing situations that compromises their ability to attend classes. This includes family emergencies and medical issues (including mental health crises).

### Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: Visit the [Student Honor Code and Student Conduct Code webpage](#) for more information.
- On-Line Students Complaints: View the [Distance Learning Student Complaint Process](#).



## VI. Calendar

### Course Schedule: Due Dates for Readings

**\*This schedule may change.**

M 6/30 Course Introduction & Reconstruction	Lecture - Ch.15 Reconstruction [p.402-434]
T 7/1 Capital and Labor, 1870-1900	Lecture - Ch. 16 Capital and Labor [p.1-27]
W 7/2 Reconstruction & Capital and Labor	Discussion Section - Frederick Douglass on Remembering the Civil War, 1877 [p.300-301] - Jourdon Anderson writes his Former Enslaver, 1865 [p.287-288] - Mississippi Black Codes, 1865 [p.291-293] - Andrew Carnegie, "Wealth," 1889 [p.14-15] - George Engel, Address by a Condemned Haymarket Anarchist, 1886 [p.16-18] - Mark Twain, The Gilded Age, 1873 [p.19-20]
Th 7/3 The West, 1870-1900	Lecture - Ch. 17 The West [p.28-55]
<b>F 7/4</b> <b>No Class</b> The West, 1870-1900	<b>No Class</b> <b>Independence Day</b>  Readings on The West - Frederick Jackson Turner, "The Significance of the Frontier," 1893 [p.37-38] - Helen Hunt Jackson, from a Century of Dishonor, 1881 [p.43-44] - <i>Yick Wo v. Hopkins (1886)</i> [p.45-47]
M 7/7 Life in Industrial America, 1890-1918	Lecture - Ch. 18 Life in Industrial America [p.56-81]
T 7/8 Political Realignments, 1890-1910	Lecture
W 7/9 Industrial America & Political Realignments	Discussion Section - Frederick Law Olmsted, Proposal to Bouffal Park Commissioners, 1888 [p.54-56] - Jacob Riis, "How the Other Half Lives," 1890 [p.57-60] - Richard Fox, "Coney Island Frolics," 1883 [p.61-63] - Alex Manley and the 1898 Wilmington Race Riot [p.64-65] - Ida B. Wells, "False Accusations, from a Red Record," 1895 [p.52-53] - The People's Party Platform, 1892 [p.18-22] - William Jennings Bryan, "Cross of Gold," 1896 [p.66-67]

Th 7/10 American Empire, 1865-1902	Lecture - Ch. 19 American Empire [p.82-108]
F 7/11 American Empire, 1865-1902	Discussion Section - Congressional Speeches on Imperialism, 1900 [p.69-72] - The Platt Amendment, 1901 [p.73-74] - William McKinley, "Decision on the Philippines," 1900 [p.75-76]
M 7/14 The Progressive Era, 1890-1916	Lecture - Ch. 20 The Progressive Era [p.109-139]
T 7/15 WWI and the Aftermath, 1914-1919	Lecture - Ch. 21 WWI and Its Aftermath [p.140-162]
W 7/16 Progressive Era & WWI	Discussion Section - George Waring, "Sanitary Conditions in New York," 1897 [p.81-82] - John Spargo, "The Bitter Cry of the Children," 1897 [p.83-84] - New York Times, "Review of Opening Night at Coney Island," 1904 [p.85-86] - Chicago Defender, "Letters from the Great Migration," 1917 [p.87-90] - <i>Abrams v. U.S. (1919)</i> [p.91-92] - Woodrow Wilson, "The Fourteen Points," 1917 [p.93-95]
<b>Th 7/17</b> <b>No Class</b>	No In-Person Lecture Today  Prepare for your exam
F 7/18 Midterm	Students will complete their Midterm in their discussion sections.
M 7/21 The New Era, 1920- 1929	Lecture - Ch. 22 The New Era [p.163-191]
T 7/22 The New Era, 1920- 1929	Lecture
W 7/23 New Era	Discussion Section - "Petting and the Campus," 1925 [p.99-100] - Immigration Law, 1924 [p.101-102] - The Creed of the Klanswomen, 1924 [p.103-104]
Th 7/24 The Great Depression, 1929-1936	Lecture - Ch. 23 The Great Depression [p.192-224]

F 7/25 The Great Depression, 1929-1936	Discussion Section - Bob Stinson, "Flint Sit-Down Strike," 1936 [p.105-107] - Father Coughlin, "A Third Party," 1936 [p.108-110] - Meridel Le Sueur, Women on the Bread Line, 1932 [p.111-112] - Mrs. Henry Weddington, "Letter to President Roosevelt," 1938 [p.113-114]
M 7/28 WWII, 1920-1945	Lecture - Ch. 24, sections 1-3 World War II [p.225-256]
T 7/29 WWII, 1920-1945	Lecture - Ch. 24, sections 4-13 World War II [p.225-256]
W 7/30 WWII, 1920-1945	Discussion Section - Charles Lindberg, "America First," 1941 [p.157-158] - A. Philip Randolph, "Why Should We March?" 1942 [p.159-160] - Franklin D. Roosevelt, Executive Order No. 9066, 1942 [p.163-164] - <i>Korematsu v. U.S. (1944)</i> [p.161-162]  <b>Due: Final Paper</b>
Th 7/31 The Cold War, 1945- 1953	Lecture - Ch. 25 The Cold War [p.257-287]
F 8/1 The Cold War, 1945- 1953	Discussion Section - Harry Truman announces the Atomic Bombing of Hiroshima, 1945 [p.168-170] - George Kennan, "Containment," 1947 [p.171-173] - Joseph McCarthy, Speech in Wheeling, WV," 1950 [p.182-183] - The Truman Doctrine, 1947 [p.177-178]
M 8/4 Affluence and Anxiety, 1954-1968	Lecture - Ch. 26 The Affluent Society [p.288-313]
T 8/5 Course Conclusion	Lecture - Ch. 27 The Sixties [p.314-345] - Ch. 28 The Unraveling [p.346-379]
W 8/6 Course Conclusion	Discussion Section - MLK, "Letter from Birmingham Jail" [p.205-208] - Rosa Parks [p.212-214] - Brown v. Board [p.203-204]
Th 8/7 Final Exam	Students will complete their Final Exam

## Final Essay Rubric

### Final Essay Rubric

Criteria	Ratings					Pts
This criterion is linked to a Learning Outcome Thesis (Main Idea)	<b>25 pts</b> <b>A</b> The paper provides an excellent response to the question that the student has been asked to consider or explore. The main idea of the paper is clear, cohesive/coherent, and convincing.	<b>21 pts</b> <b>B</b> The paper provides a full response to the question that the student has been asked to consider or explore. The main idea of the paper is for the most part clear, cohesive/coherent, and convincing.	<b>19 pts</b> <b>C</b> The paper provides a sufficient response to the question that the student has been asked to consider or explore. The main idea is adequately clear, cohesive/coherent, and convincing.	<b>16 pts</b> <b>D</b> The paper provides only a partial or insufficient response to the question that the student has been asked to consider or explore. The main idea is only partially clear, cohesive/coherent, and convincing.	<b>0 pts</b> <b>E</b> The paper fails to respond to the question that the student has been asked to consider or explore. The main idea is not clear, cohesive/coherent, or convincing.	25 pts

## Final Essay Rubric

Criteria	Ratings						Pts
This criterion is linked to a Learning OutcomeStructure & Organization	<b>25 pts</b> <b>A</b> The paper contains an introduction, body, and conclusion. The argument advances in a manner that is easy for the reader to follow. The paper has no structural or organizational problems.	<b>21 pts</b> <b>B</b> The paper contains an introduction, body, and conclusion. The argument advances in a manner that is for the most part easy for the reader to follow, with only a few minor structural or organizational problems.	<b>19 pts</b> <b>C</b> The paper contains an introduction, body, and conclusion, but some sections are only adequately developed. The paper has some relatively minor structural or organizational problems.	<b>16 pts</b> <b>D</b> Some sections of the paper are missing or incomplete. Some significant structural or organizational problems are evident.	<b>0 pts</b> <b>E</b> A significant portion of the paper is missing or incomplete. Significant and major structural or organizational problems are evident.		25 pts

# Final Essay Rubric

Criteria	Ratings						Pts
This criterion is linked to a Learning OutcomeContent	<b>25 pts</b> <b>A</b> The content of the paper fully supports the main idea. The paper shows that the student has an excellent understanding of the readings discussed. Nearly all readings, which have bearing on the main idea of the paper, are fully discussed. Nearly all of the student's interpretations of the readings are convincing.	<b>21 pts</b> <b>B</b> The content of the paper for the most part supports the main idea. The paper shows that the student has very good understanding of the readings discussed. Most readings, which have bearing on the main idea of the paper, are fully discussed. Most of the student's interpretations of the readings are convincing.	<b>19 pts</b> <b>C</b> The content of the paper only partially supports the main idea. The paper shows that the student only partially understands the readings discussed. Readings, which have bearing on the main idea of the paper, are only partially discussed. Many of the student's interpretations of the readings are unconvincing	<b>16 pts</b> <b>D</b> The content of the paper only partially supports the main idea. The paper shows that the student only partially understands the readings discussed. Readings, which have bearing on the main idea of the paper, are only partially discussed. Many of the student's interpretations of the readings are unconvincing.	<b>0 pts</b> <b>E</b> The content of the paper fails to support the main idea. The paper shows that the student has an inadequate understanding of the readings discussed. Readings, which have bearing on the main idea of the paper, are inadequately discussed. Most of the student's interpretations of the readings are unconvincing.		25 pts

# Final Essay Rubric

Criteria	Ratings						Pts
This criterion is linked to a Learning OutcomeStyle, Grammar, & Mechanics	<b>25 pts</b> <b>A</b> Each sentence expresses a complete thought that is easy to understand. The paper is almost entirely free of grammatical, spelling, and typographical errors. Formatting is according to instructions. All sources are properly cited.	<b>21 pts</b> <b>B</b> Nearly every sentence expresses a complete thought that is easy to understand. Grammatical, spelling, and typographical errors are few and infrequent. Formatting is according to instructions. There are few and only minor problems with the citation of sources.	<b>19 pts</b> <b>C</b> Some sentences are incomplete or fragmented. Grammatical, typographical, and spelling errors are evident but are relatively minor. Formatting fulfills only the basic instructions. Evidence of some basic problems citing sources.	<b>16 pts</b> <b>D</b> Many sentences are incomplete or fragmented. Grammatical, typographical, and spelling errors are frequent and significant. The paper only partially follows formatting instructions. The paper only partially follows citation guidelines.	<b>0 pts</b> <b>E</b> Many sentences are incomplete or fragmented. Grammatical, typographical, and spelling errors are frequent and significant. The paper fails to follow formatting instructions. The paper fails to follow citation guidelines.		25 pts

Total Points: 100

**AMH2020  
Exam Rubric**

**Section 1: Identify Terms (25 points total)**

	Criteria	Excellent	Proficient	Needs Improvement	Unsatisfactory
ID 1: _____	Identification	Accurately and clearly identifies the term, providing full and relevant details. <b>1.5 points</b>	Identifies the term with minor gaps or minor inaccuracies in details. <b>1 point</b>	Identifies the term but with significant gaps or partial inaccuracies. <b>0.5 point</b>	Incorrect or incomplete identification; lacks key details or demonstrates major inaccuracies. <b>0 points</b>
ID 2: _____					
ID 3: _____					
ID 4: _____	Context (When)	Places the term accurately within its historical context and timeframe. <b>1.5 points</b>	Places the term in context, but with minor issues or vagueness in timeframe. <b>1 point</b>	Provides some context, but it is either vague or incomplete. <b>0.5 point</b>	Fails to provide context or provides incorrect context. <b>0 points</b>
ID 5: _____					
Section Total: _____	Significance (Why Important)	Explains the significance of the term with clear, well-developed reasoning and examples. <b>2 points</b>	Explains the significance adequately but may lack depth or thorough examples. <b>1 point</b>	Explains significance in a limited way, lacking depth or clear examples. <b>0.5 point</b>	Does not explain significance, or explanation is unclear or irrelevant. <b>0 points</b>
Comments:     					

**Section 2: Essay (75 points total)**



Criteria	14-15 pts (Excellent)	12-13 pts (Proficient)	9-11 pts (Needs Improvement)	0-8 pts (Unsatisfactory)
<b>Thesis &amp; Argument</b>	Presents a clear, insightful thesis and well-developed argument throughout.	Presents a clear thesis with a mostly coherent argument; minor lapses.	Thesis is present but unclear; argument lacks full development or coherence.	Thesis is absent or unclear; argument is weak, underdeveloped, or incoherent.
<b>Use of Evidence</b>	Integrates specific and relevant examples from readings and lectures effectively.	Uses relevant examples with minor gaps; supports most claims adequately.	Uses some examples, but they are either vague or not fully relevant.	Lacks relevant examples; evidence is sparse or irrelevant.
<b>Organization &amp; Clarity</b>	Essay is well-structured with clear, logical progression and strong paragraph cohesion.	Essay has a logical structure but may have minor issues in flow or clarity.	Essay structure is inconsistent; paragraphs may lack clear transitions.	Poorly structured essay; difficult to follow due to disorganization or lack of clarity.
<b>Analysis &amp; Depth</b>	Provides deep, insightful analysis that fully addresses the prompt.	Offers good analysis but may lack depth in some areas.	Analysis is present but shallow or not fully developed.	Minimal or no analysis; relies on summary or does not address the prompt fully.
<b>Grammar &amp; Mechanics</b>	Virtually free of grammar and spelling errors; well-written with proper grammar.	Minor grammar or spelling errors that do not impede readability.	Noticeable grammar or spelling errors; readability may be affected.	Frequent grammar or spelling errors; difficult to read due to poor mechanics.
<b>Comments:</b>				
<b>ID Total:</b> _____ <b>Essay Total:</b> _____  <b>EXAM TOTAL</b> _____				