

Spring 2025

**AMH2020**  
**United States since 1877**

3 Course Credits

Professor Matthew Blake Strickland

[mbstrickland@ufl.edu](mailto:mbstrickland@ufl.edu)

352-273-3370

**Office Hours**

MW 11:30-12:30 (or by appointment)

FLI 220

**Lecture Time & Location**

MW 9:35-10:25

CSE A101

**Course TAs & Discussion Sections**

**Name:** Heather Gonyeau

**Office Building/Number:** TBA

**Phone:** 352-392-0271

**Email:** hgonyeau@ufl.edu

**Office Hours:** TBA

**Name:** Reese Whitley

**Office Building/Number:** TBA

**Phone:** 352-392-0271

**Email:** whitleyt@ufl.edu

**Office Hours:** TBA

**Name:** Mosunmola Ogunmolaji

**Office Building/Number:** TBA

**Phone:** 352-392-0271

**Email:** TBA

**Office Hours:** TBA

**Name:** Thomas Miller

**Office Building/Number:** TBA

**Phone:** 352-392-0271

**Email:** thomasmiller@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.

<p><b>General Education Designation: Social and Behavioral Sciences (S)</b></p> <p>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. <b>Social and Behavioral Sciences (S)</b> 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.</p>	<p>Students will demonstrate 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 through:</p> <ul style="list-style-type: none"> <li>• <b>Midterm and Final Exams:</b> These exams will include identification terms, short answers, and essay questions that require students to apply social and behavioral science concepts to historical events from 1877 to the present.</li> <li>• <b>Discussion Participation:</b> Active engagement in discussion sections where students analyze primary and secondary sources related to social, political, and economic issues.</li> <li>• <b>Final Essay:</b> A research paper where students synthesize historical data to construct arguments about social and behavioral developments over time.</li> </ul>
<p><b>Secondary General Education Designation: Diversity (D)</b></p> <p>In <b>Diversity (D)</b> courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures</p>	<p>Students will critically analyze and evaluate how social inequalities are constructed and affect the opportunities and constraints across the U.S. population, and reflect on how cultures and beliefs mediate understanding in a diverse society through:</p> <ul style="list-style-type: none"> <li>• <b>Discussion Participation:</b> Discussions focused on themes like race, gender identity, class, ethnicity, and other aspects of diversity, using specific readings (e.g., Mississippi Black Codes, writings by Ida B. Wells).</li> <li>• <b>Final Essay:</b> An essay requiring analysis of historical changes related to diversity themes across different generations, demonstrating how social inequalities have evolved.</li> </ul>

and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.	<ul style="list-style-type: none"><li>• <b>Assignments and Readings:</b> Engagement with assigned readings and completion of assignments that highlight diverse perspectives and the construction of social inequalities.</li></ul>
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All General Education area objectives can be found [here](#).

### Course Objectives

**A student who successfully completes this course will be able to:**

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

### Required Texts

*The American Yawp* (This textbook is free online at <http://www.americanyawp.com/>)

Other required readings are available at no cost through Canvas.

### Course Grading Policy

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

Disc. Attendance	15%
Disc. Participation	10%
Midterm Exam	20%
Final Exam	30%
Final Paper	25%

### Grading Scale

Percent	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+

63-66	D
60-62	D-
0-59	E

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 Policies and Resources

### Attendance policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

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

### 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.

### 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 via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <http://gatorevals.aa.ufl.edu/students>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <http://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <http://gatorevals.aa.ufl.edu/public-results/>.

### University Honesty Policy

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. For additional information, see <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

### 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.

## Resources available to students

### *Health and Wellness*

- U Matter, We Care: [umatter@ufl.edu](mailto:umatter@ufl.edu); [352-392-1575](tel:352-392-1575).
- Counseling and Wellness Center: <http://www.counseling.ufl.edu>; [352-392-1575](tel:352-392-1575).
- Sexual Assault Recovery Services (SARS): Student Health Care Center; [352-392-1161](tel:352-392-1161).
- University Police Department: <http://www.police.ufl.edu/>; [352-392-1111](tel:352-392-1111) (911 for emergencies).

### *Academic Resources*

- E-learning technical support: [learning-support@ufl.edu](mailto:learning-support@ufl.edu); <https://elearning.ufl.edu>; [352-392-4357](tel:352-392-4357).
- Career Connections Center: Reitz Union; <http://www.career.ufl.edu/>; [352-392-1601](tel:352-392-1601).
- Library Support: <http://cms.uflib.ufl.edu/ask>.
- Academic Resources: 1317 Turlington Hall; [352-392-2010](tel:352-392-2010); <https://academicresources.clas.ufl.edu>.
- Writing Studio: 2215 Turlington Hall; <http://writing.ufl.edu/writing-studio/>.

**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.

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**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, short responses, and essay questions. We can discuss the specifics the closer we get to these exams.

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.

**Course Schedule: Due Dates for Readings**

**\*This schedule may change.**

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M 1/13 Course Introduction & Reconstruction	Lecture
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W 1/15 Course Introduction & Reconstruction	Lecture - Ch.15 Reconstruction [p. 402-434]
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F 1/17 Course Introduction & Reconstruction	Discussion Section - Jourdon Anderson writes his Former Enslaver, 1865 [p. 287-288] - Mississippi Black Codes, 1865 [p. 291-293] - Frederick Douglass on Remembering the Civil War, 1877 [p. 300-301]
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M 1/20 MLK	No Class
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W 1/22 Capital and Labor, 1870-1900	Lecture - Ch. 16 Capital and Labor [p. 1-27]
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F 1/24 Capital and Labor, 1870-1900	Discussion Section - 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]
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M 1/27 Capital and Labor & The West, 1870-1900	Lecture - Ch. 17 The West [p. 28-55]
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W 1/29 The West, 1870-1900	Lecture
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F 1/31 The West, 1870-1900	Discussion Section - 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]
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M 2/3 Life in Industrial America, 1890-1918	Lecture - Ch. 18 Life in Industrial America [p. 56-81]
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W 2/5 Life in Industrial America, 1890-1918	Lecture
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F 2/7 Life in Industrial America, 1890-1918	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]
M 2/10 Political Realignment, 1890-1910	Lecture
W 2/12 Political Realignment, 1890-1910	Lecture
F 2/14 Political Realignment, 1890-1910	Discussion Section - 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]
M 2/17 American Empire, 1865-1902	Lecture - Ch. 19 American Empire [p. 82-108]
W 2/19 American Empire, 1865-1902	Lecture
F 2/21 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 2/24 The Progressive Era, 1890-1916	Lecture - Ch. 20 The Progressive Era [p. 109-139]
W 2/26 The Progressive Era, 1890-1916	Lecture
F 2/28 The Progressive Era, 1890-1916	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]



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M 3/3 WWI and the Aftermath, 1914-1919	Lecture - Ch. 21 WWI and Its Aftermath [p. 140-162]
W 3/5 WWI and the Aftermath, 1914-1919	Lecture
F 3/7 WWI and the Aftermath, 1914-1919	Discussion Section - 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]
M 3/10 Midterm Review	We will review important themes or ideas for your midterm.
W 3/12 Midterm	Students will complete their Midterm.
<b>F 3/14 Discussion Sections Canceled</b>	<b>No Class/Discussions Have a wonderful Spring Break!</b>
<b>M-F 3/17-3/21 Spring Break</b>	<b>No Class!</b>
M 3/24 The New Era, 1920- 1929	Lecture - Ch. 22 The New Era [p. 163-191]
W 3/26 The New Era, 1920- 1929	Lecture
F 3/28 The New Era, 1920- 1929	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]
M 3/31 The Great Depression, 1929-1936	Lecture - Ch. 23 The Great Depression [p. 192-224]
W 4/2 The Great Depression, 1929-1936	Lecture

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F 4/4 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]
<b>DUE: Final Paper</b>	
M 4/7 WWII Era, 1920-1945	Lecture - Ch. 24, World War II [p. 225-256]
W 4/9 WWII Era, 1920-1945	Lecture
F 4/11 WWII Era, 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]
M 4/14 The Cold War, 1945- 1953	Lecture - Ch. 25 The Cold War [p. 257-287]
W 4/16 The Cold War, 1945- 1953	Lecture
F 4/18 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 [182-183] - The Truman Doctrine, 1947 [177-178]
M 4/21 Affluence and Anxiety, 1954-1968	Lecture - Ch. 26 The Affluent Society [p. 288-313]
W 4/23 Affluence and Anxiety, 1954-1968	Lecture - MLK, "Letter from Birmingham Jail" [p. 205-208] - Rosa Parks on Life in Montgomery [p. 212-214] - Brown v. Board [p. 203-204]
F 5/2 10:00-12:00 Final Exam	Students will complete their Final Exam

## Final Essay Rubric

## Final Essay Rubric

Criteria	Ratings					Pts
<p>This criterion is linked to a Learning Outcome Thesis (Main Idea)</p>	<p><b>25 pts</b></p> <p><b>A</b></p> <p>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.</p>	<p><b>21 pts</b></p> <p><b>B</b></p> <p>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.</p>	<p><b>19 pts</b></p> <p><b>C</b></p> <p>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.</p>	<p><b>16 pts</b></p> <p><b>D</b></p> <p>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.</p>	<p><b>0 pts</b></p> <p><b>E</b></p> <p>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.</p>	<p>25 pts</p>

## Final Essay Rubric

Criteria	Ratings					Pts
<p>This criterion is linked to a Learning Outcome Structure &amp; Organization</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><b>16 pts</b> <b>D</b> Some sections of the paper are missing or incomplete. Some significant structural or organizational problems are evident.</p>	<p><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.</p>	25 pts

## Final Essay Rubric

Criteria	Ratings					Pts
<p>This criterion is linked to a Learning OutcomeContent</p>	<p><b>25 pts</b></p> <p><b>A</b></p> <p>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.</p>	<p><b>21 pts</b></p> <p><b>B</b></p> <p>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.</p>	<p><b>19 pts</b></p> <p><b>C</b></p> <p>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</p>	<p><b>16 pts</b></p> <p><b>D</b></p> <p>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.</p>	<p><b>0 pts</b></p> <p><b>E</b></p> <p>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.</p>	<p>25 pts</p>

## Final Essay Rubric

Criteria	Ratings					Pts
<p>This criterion is linked to a Learning Outcome Style, Grammar, &amp; Mechanics</p>	<p><b>25 pts</b></p> <p><b>A</b></p> <p>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.</p>	<p><b>21 pts</b></p> <p><b>B</b></p> <p>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.</p>	<p><b>19 pts</b></p> <p><b>C</b></p> <p>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.</p>	<p><b>16 pts</b></p> <p><b>D</b></p> <p>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.</p>	<p><b>0 pts</b></p> <p><b>E</b></p> <p>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.</p>	<p>25 pts</p>

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Final Essay Rubric		
Criteria	Ratings	Pts
Total Points: 100		