

Fall 2023 AMH 2020. 28798 , 25686, 25687, 25688, 25689, 25690, & 25691

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Day and period: **M,W** | Period 6 (12:50 PM - 1:40 PM) Building & room: McCarty Hall A G186

**F** I Discussion Section based on your registration. (You must attend your registered discussion section for any credit and eligibility to complete in-class assignments.)

Student hours: Your Teaching Assistant's Student hours:

Dr. Bird's Student hours: Pugh 230 or Zoom: Tues. 11-12; Th 11-12, 2-4

**Zoom only:** Wed. 1:30-4 PM

\*If you have a work or athletics schedule that prevents you from utilizing these student hours, email your assigned teaching assistant to request an alternate meeting time.

Student hours scheduling link: <https://calendly.com/kevin-bird/office-hours-meeting>

### **Required Texts:**

1. *The American Yawp*. Locke & Wright. <http://www.americanyawp.com/>
2. Ortiz, Paul. 2005. *Emancipation Betrayed: The Hidden History of Black Organizing and White Violence in Florida from Reconstruction to the Bloody Election of 1920*. Berkeley: University of California Press.  
[https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=nlebk&AN=129009&site=ehost-live&ebv=EB&ppid=pp\\_a](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=nlebk&AN=129009&site=ehost-live&ebv=EB&ppid=pp_a) (and consider using the full download option.)

### **Class Schedule:**

Assignments and dates are subject to change; the instructor will provide advance notice of any change during class time

### **Week One: August 23, 25**

Introductions

- [The American Yawp \(AY\)](#): Read and make a short post in Canvas about any **two sections** of Chapter 30 of your choice prior to your Friday, August 25, 2023 discussion section.

### **Week Two: August 28, 30, Sept. 1**

The Recent Past and Reconstruction

- AY: Chapter 15; *Emancipation Betrayed*, Preface & Prologue

[https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=nlebk&AN=129009&site=ehost-live&ebv=EB&ppid=pp\\_a](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=nlebk&AN=129009&site=ehost-live&ebv=EB&ppid=pp_a) (consider using the Full Download option.)

### **Week Three: September 6, 8 (No class September 4, Labor Day)**

Reconstruction continued

- *Emancipation Betrayed*, Chapter 1, and a selection from one of the following:

**[A selection from Report on the Late Insurrectionary States, 1871-72: Florida 1871 Testimony taken by the Joint Select Committee to inquire into the Condition of Affairs in the Late Insurrectionary States, Florida.pdf](#)**

**-or-**

**[A selection from Florida Election, 1876, Report of the Senate Committee on Privileges and Elections. WASHINGTON: GOVERNMENT PRINTING OFFICE. 1877.](#)**

### **Week Four: September 11, 13, 15**

Legacies of Conquest: American Industry

- AY: Chapter 16 I-VI; *Emancipation Betrayed*, Chapter 2

### **Week Five: September 18, 20, 22**

Legacies of Conquest: The West

- AY: 17 I-III, V-VI, VIII; *Emancipation Betrayed*, Chapter 3

### **Week Six: September 25, 27, 29**

Modern America Emerging (1890s+): Jim Crow, global expansion, and the Progressives

- AY: Chapter 19 I-III; 20 I-IV, VI; *Emancipation Betrayed*, Chapters 4, 5, or 6 (choose 1 )

### **Week Seven: October 2 & 4 (No class October 6, Homecoming)**

WW I

- AY: Chapter 21 I-IV, VIII-IX; *Emancipation Betrayed*, Chapter 7 or 8 (choose 1)

### **Week Eight: October 9, 11, 13 \*Midterm during your regular Fri. Discussion Meeting\***

- What have we learned so far/Midterm & Essay Review & Oct 9, Oct 11
- **In-class Midterm on October 13 @ our regular class meeting**

### **Week Nine: October 16, 18, 20**

The Great Depression & World War II

- AY Chapter 23; *Emancipation Betrayed*, Chapter 9

### **Week Ten: October 23, 25, 27**

World War II cont'd

- AY: Chapter 24

### **Week Eleven: October 30, November 1, 3**

#### Cold War & The Affluent Society

- AY: Chapter 25 I-III, V-VI and 26 I-V; One chapter of David Halberstam's *The Fifties* - or\_ the Prologue and Chapter 1 of Danielle McGuire's, *At the Dark End of the Street* (**\*Be advised, McGuire describes an alarming instance of sexual assault, you are welcome to reach the other option or skip over the pages covering the sexual assault if either of those options would be better for you. Please contact the instructor or your teaching assistant if you have any questions or concerns.**)

### **Week Twelve: November 6 & 8 (No class November 10, Veterans Day)**

#### The Sixties

- AY: Chapter 27; The instructor will provide primary source documents for your analysis.

### **Week Thirteen: November 13, 15, 17**

#### The Sixties cont'd

- AY: Chapter 27 cont'd; The instructor will provide primary source documents for your analysis.

### **Week Fourteen: November 20 (No class November 22, 24, Thanksgiving Break)**

#### The Rise of the Right

- AY: Chapter 29 I-II, IV-V, XI

### **Week Fifteen: November 27, 29, December 1**

#### The Rise of the Right cont'd, & The Recent Past

- Ronald Reagan's Neshoba County Fair States Rights Speech; AY 29 Primary Sources- Jerry Falwell on the "Homosexual Revolution;" Pat Buchanan on the Culture War; & AY: Reread the three sections that you selected in Week Two from Chapter 30.

### **Week Sixteen: December 4, 6 \*Second Exam on December 6 @ our regular class meeting\***

- What have we learned so far/Second Exam & Essay Review Dec 4
- **In-class Second Exam on Dec 6 @ our regular class meeting**

## Course Description

This course examines the major social, economic, and political developments that have shaped America from 1865 to the present. AMH 2020 is an introductory course designed to expose students to important themes, interpretations, events, and primary sources in U.S. History. In so doing, students should learn how to read, think, engage the topic in discussion, and express ideas in an analytical and well-written manner. The course format will involve readings before each class, in-class & Canvas-based discussions, and lectures. Generally, Monday and Wednesday class times will include instructor-led lectures and discussions and align with foundational textbook readings from *The American Yawp* and other assigned readings. Fridays will generally involve additional instruction and longer in-class discussions. The complimentary readings for Fridays will include Primary Sources assigned by the instructor and *Emancipation Betrayed*. Your Canvas-based Reading Journal/Discussion Post is due before the Friday class meeting on Thursday evening.

## Course Requirements

Attendance, Participation, and Reading Journals: Excelling in this course will require you to be an engaged learner. Plan on attending all lectures and reading the assigned material in preparation for class. Reading and referring back to the free online *American Yawp* textbook before and after our classes will provide background knowledge and a reference while we explore topics with greater specificity. Your reading journals and any other evaluation are meant to ensure you are doing the reading and will factor into your final grade. Being present and giving a good effort will benefit your grade, likewise, lapses in attendance and in-class or Canvas-based discussions, completing the assigned reading, and completing your weekly reading journal/discussion post will diminish your final grade precipitously.

\*For example, fewer than 3 absences-92% attendance, will result in a corresponding number of points being manually factored into your final grade. However, your final grade will be manually reduced by one point for every missed class/discussion section after your third absence-92% attendance. Missing 3 classes/discussion sections will be factored into your grade as a 92% attendance, and no additional points will be added or taken away. After missing 6 class/discussion section meetings each additional absence may reduce your final grade by two points.

\*4 absences= an additional 1 pt. deduction from your final grade; 5 absences= 2pts deducted; 6 absences= 3pts deducted; 7 Absences= 8pts deducted; 8 absences= 10pts deducted etc..

Students will need a documented reason such as a UF Infirmary visit or confirmation that they are a competitor in an official-sanctioned UF Athletic event to be eligible to make up assignments or exams for a given class meeting. Make-up exams are only possible in a very select range of circumstances with prior consultation and approval by the professor. Please provide at least a week of notice to discuss

scheduled conflicts and 48 hours or as much time as possible for unscheduled pressing items. An email sent hours before class is not an advised method to discuss excused absences.

Exams: Your mid-term and second exam will draw from the readings and my lecture. You will find questions on the exams that I may not have discussed in class, you will be able to answer these questions based on the assigned readings. Exams will consist of multiple-choice and take-home essay questions.

Reading Journal/Discussion Posts: Students will submit weekly (usually a 250-word minimum) Reading Journal/Discussion Post responses, usually by Thursday evening, identifying essential concepts and exploring connections within the class readings and contemporary events. Students may consider using one or more of the following prompts for their reading responses:

(No need to try to answer all of these questions each week, the following are aids for you to use)

- What are the main points and/or thesis and central themes of this week's *American Yawp* chapter and *Emancipation Betrayed*?
- Are there connections between this week's *American Yawp* chapter and *Emancipation Betrayed*? Explain if yes or no.
- What are the contemporary parallels and implications of this week's readings?
- (For *Emancipation Betrayed*) What does this week's reading teach us about the hard work of building and maintaining a democracy **or** building a broad-based social movement for change in America?
- (For *Emancipation Betrayed*) What did you learn about Florida, your community, and/or important state institutions, such as the University of Florida in this week's reading?

## Grading and Expectations

Course grades will be determined in the following manner: Attendance & participation-25%, Reading Journal/Discussion Posts-25%, Midterm 25%, Final Exam 25%

Grading scale: A = 100-90; B+ = 89-87; B = 86-80; C+ = 79-77; C = 76-70; D+ = 69-67; D = 66-60; F = 59-0

Classroom Expectations: Courteous and appropriate classroom behavior is always expected, this includes punctuality. Since this class will require active engagement, students should avoid such offensive behavior as text messaging, unrelated phone or laptop activity, working on assignments for other classes, talking with neighbors about unrelated matters, and, if possible, coming to class late or leaving before class is over. Also keep in mind that the University of Florida prohibits any form of discrimination or sexual harassment among students, faculty, and staff. For further information, see the Human Resources Policies Webpage on the College's website.

## Resources and Policies

Students with Disabilities: I am committed to accommodating students with disabilities. Please notify me early in the semester if you have a disability and require special accommodations. If you have questions about disability services, please consult the Disability Resource Center website at <http://www.dso.ufl.edu/drp/>.

Academic Honesty: You are welcome to study and discuss topics together with your fellow students. If several of you would like to discuss plans for dividing up the reading and reviewing it together before class, let me know, that may be a possibility. Any Reading Response/Discussion Post, answer, or assignment that you turn in should always be your work. Plagiarism, using AI programs to write essays and other forms of cheating will be referred to the UF Dean of Students Academic Dishonesty review and are subject to disciplinary action and an 0 in the course. All work will be loaded in Turnitin and any unoriginal/plagiarism score higher than 20 percent must be resubmitted and achieve a score lower than 20 percent. Instances of cheating include a student getting their main points from another student or an uncited source and AI-aided essay composition. Finally, no make-ups or extensions will be given for assignments after the scheduled due date. Makeup exams will be permitted only at the discretion of the instructor and require advanced notice and documentation of severe hardship or medical need. Remember, without exception, late take-home essay responses will be reduced in points/half grades each day late, and missed discussion posts or other assignments may count as a zero.

### **Social and Behavioral Sciences and Diversity Credit General Education**

AMH 2020 satisfies UF's Social and Behavioral Science Gen-Ed requirement. Social and behavioral science 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, and processes. This course emphasizes the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and mean by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes, and human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

This course also satisfies the Diversity Gen-Ed Credit at the University of Florida. Diversity courses provide instruction on the values, attitudes, and norms that create cultural differences within the United States. This course will encourage you to recognize how social roles and status affect different groups and impact U.S. society. This course will guide you to analyze and evaluate your cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.

Student Learning Outcomes for Social and Behavioral Sciences and Diversity: Content and Skills

Category	Content	Critical Thinking	Communication
<b>Social and Behavioral Sciences</b>	<p>Know key themes, principles and terminology within that discipline.</p> <p>Know the history, theory and/or methodologies used within that discipline.</p> <p>Identify, describe and explain social institutions, structures and processes within that discipline.</p>	<p>Apply formal and informal qualitative and/or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions.</p> <p>Assess and analyze ethical perspectives in individual and societal decisions.</p>	<p>Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the discipline, individually and in groups.</p>
<b>Diversity</b>	<p>Know the roles of social structure and status of different groups within the United States.</p>	<p>Analyze and evaluate your own cultural norms and values in relation to those of other cultures.</p> <p>Identify, evaluate and compare your own social status, opportunities and constraints with those of other persons and groups.</p>	<p>The diversity designation is always in conjunction with another category; Communication outcomes are listed in those categories.</p>

Current Florida state statutes stipulate that State University System students “demonstrate competency in civic literacy” to be eligible to graduate. This course, AMH 2020, is one of the courses, POS 2041 being the other, that satisfies this requirement. This course will focus on the topics of democracy, economics, and race, and meet the civic literacy requirement as defined by state statute. As a part of this course, you will be able to demonstrate, an “understanding of the basic principles of American democracy and how they are applied in our republican form of government, an understanding of the United States Constitution, knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-governance, and an understanding of landmark Supreme Court cases and their impact on law and society.” These will be embedded in the course content and class discussion.



Student Learning Outcomes (SLOs) for Civic Literacy. Upon completion of AMH 2020, students will be able to:

1. Identify, describe, and explain the historical evolution of the American form of government throughout modern history (Civil War to the present), with attention to the ways citizens and institutions shaped this growth.
2. Identify, describe, and explain the ways in which diverse cultures and beliefs shaped notions of citizenship, the pursuit of justice, the United States Constitution, and its interpretation.
3. Analyze and evaluate how the basic principles of American democracy are applied in our republican form of government and have affected the opportunities for and constraints on diverse American populations.
4. Analyze, evaluate, and critically reflect on their own community's relationships to American democracy, and the implications of this for their intellectual, personal, and professional development at UF and beyond.
5. Using oral and written forms appropriate to the relevant humanities disciplines incorporated into the course, develop and present clear and effective responses, both written and oral, to essential questions regarding the origins of the American Republic and the evolving nature of American democracy in the period from the end of the Civil War to today.

<b>Event</b>	<b>Dates and Deadlines</b>
<b>Classes Begin</b>	<b>August 23</b>
<b>Drop/Add</b> (at or after the assigned start time)	<b>August 23 - 25, 28 - 29</b>
<b>Late Registration</b>	<b>August 23 - 25, 28 - 29</b>
<b>Withdrawal from All Fall Courses with No Fee Liability</b>	<b>August 29</b>
<b>Fee Payments</b> (University Bursar)	<b>September 1</b> (3:30 pm)
<b>Withdrawal with 25% Refund</b> (W assigned to all Fall courses.)	<b>September 15</b>
<b>Drop Deadline</b> (W assigned to individual course(s). Drops of individual courses must be approved by the student's college.)	<b>November 20</b>
<b>Withdrawal Deadline</b> (W assigned to all Fall courses.)	<b>November 20</b>
<b>Drop or Add a Course after the Drop Deadline</b> (Students must petition their college with appropriate documentation for approval to drop or add.)	<b>November 21 - December 6</b>
<b>Withdraw from All Fall Courses after the Withdrawal Deadline</b> (Students must petition their college with appropriate documentation for approval to withdraw from all courses.)	<b>November 21 - December 6</b>
<b>Classes End</b>	<b>December 6</b>
<b>Reading Days</b> (no classes)	<b>December 7 - 8</b>
<b>Final Exams</b>	<b>December 9 - 15</b>
<b>Final Grades Available</b> (transcript view, on ONE.UF <sup>4</sup> )	<b>December 20</b>

**Holidays (no classes)**

**Event**

**Dates and Deadlines**

**September 4: Labor Day**

**October 6 - 7: Homecoming**

**November 10: Veterans Day**

**Observed / November 11:**

**Veterans Day**

**November 22 - 25:**

**Thanksgiving Break**