

AMH 2020- UNITED STATES SINCE 1877 - Fall 2024

Dr. Steven Noll

M-W-2nd Period (8:30-9:35) in Pugh 170 - and TA sections with your TA on Friday

Office Hours: M and Wed 10-12 in Keene-Flint 217 and by
Appointment either in person or by Zoom.

Flint Hall Office Phone # **352-273-3380**

E-Mail- nolls@ufl.edu ***This is the best way to get in touch with me as I check my e-mail more than once a day and will reply promptly.***

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.

Please check the current UF website for information on classroom COVID and masking protocol

Sections 23948, 23949, 23050, 23951, 23952, 23953, 28324, 28325

All lecture classes on M & W and TA sections on Friday will meet face to face

These are the TAs who will be running Friday sections

Charlie Davidson davidsonc@ufl.edu

Licinio Miranda liciniomiranda@ufl.edu

Miguel Torres-Yunda mtorresyunda@ufl.edu

Theresa (Reese) Whitely whitelyt@ufl.edu

Section Room Numbers & Periods All are on Fridays

Class Number	Friday Meeting Time	Location	TA
23948	3 rd period (9:35-10:25)	Turlington 2328	TBD
23949	4 th period (10:40-11:30)	Turlington 2333	TBD
23950	6 th Period (12:50-1:40)	Little 113	TBD
23951	5 th period (11:45-12:35)	Matherly 16	TBD
23952	5 th period (11:45-12:35)	Anderson 134	TBD
23953	4 th period (10:40-11:30)	Matherly 16	TBD
28324	3 rd period (9:35-10:25)	Turlington 2349	TBD
28325	6 th Period (12:50-1:40)	Matherly 14	TBD

You MUST attend the TA section on Fridays that you have been assigned to.

Before we discuss the nuts and bolts of the class, I hope to engage you through this course with empowerment, agency, community, and care. As a group (professor, grad students TAs, and undergrad students), we need to think about meaningful activities beyond the classroom that extend the lessons of the course, building in ways students can be co-teachers as well as co-learners, actively contributing to their own education and empowerment, connecting students across the barriers of courses, institutions, and locations. We need to think about what we all can offer one another--curiosity, imagination, knowledge, power--as antidotes to the present disruption, as tools towards helping us not only survive but thrive a bit as we navigate these times. We will experience challenges from technology and interaction that may seem daunting. Understand that I too am facing same challenges you are- none of us want to be in this situation. But we are here and we will make the best of it, persevere, and have as good a semester as we can. The key to this is communication- If you have questions, concerns, issues, or problems. PLEASE let me know and we can try to answer or alleviate them as quickly as possible.

This American History course covers the history of the United States from Reconstruction to as close to the present as we can get. I have always centered this class around the ideas of land, labor, and race. In these times, these ideas become even more important, as they provide an understanding of where we are today regarding race, gender, and class. Because of the state of the world right now, we will also focus on the relationship of “natural” disasters, such as plagues, pandemics, and hurricanes, to social factors as they relate to the time period we will be studying. My goal with this course is to have you think about HOW and WHY the period this class covers relates to and helps to shape the nation and the world as it exists today.

Since the Friday TA sections are discussion based, it is imperative that you attend them. I am working really hard to make this a great class- I understand we may have issues or problems along the way but if we all hang in there, it WILL work!

It is important that you keep up with the class on Canvas. I will send LOTS (maybe too many!) of Canvas announcements on both course content and class issues. Please read them & let me know if you have questions. You also need to keep up with the assigned readings, as they supplement, not duplicate, class lectures and discussions.

According to current Florida state statutes, all students in the state university system “must demonstrate competency in civic literacy” in order to graduate. AMH 2020 has been designated by the Legislature as one of two classes (POS 2041 being the other) that can cover this requirement. In addition to the subjects that we will concentrate on mentioned above, this course will therefore also focus on civic literacy requirements as defined by state statute. These include “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 reflected by course competencies and student learning outcomes that are listed later in this syllabus.

Your grade for this course will be determined in the following manner:

Final take home blog project-	25%
Midterm exam-	20%
Book Analysis Paper	20%
Quizzes	15%
Readings	10%
TA participation	10%

Grades will be assigned according to the following scale. There will be extra credit available- the assignment will be given after the midterm.

	A	93-100	A-	90-92	
B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72
D+	68-69	D	66-67	D-	64-65
F	<64				

“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 <https://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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.”

Assignments

Readings: For every week that you have assigned readings from *Women, Families, and Communities* (called WFC in the syllabus) and *After the Fact* (called ATF in the syllabus), you will turn in on Friday a short one-page summary and analysis of the WFC readings (no need to write on the textbook readings) for that week. These summaries will all be turned in on Canvas. You will receive either a 1 or a .5 (or a 0!) for each week's assignment. The total points you can earn for this assignment is 10. More on this as the semester progresses.

Why this assignment? These are assigned to insure that you are doing the readings that will be discussed in TA sections. They tie in issues of gender to the broader themes of the larger American history narrative.

Quizzes: There will also be seven quizzes given throughout the semester. They will be short in duration (5-10 minutes) and consist of multiple-choice questions dealing mainly with the issues raised in class and the text. Only six quizzes will be counted into the final grade averaging, I will drop the lowest grade.

Why this assignment? These quizzes are given to ensure that you are keeping up on the class narrative and have a working knowledge of the subject matter. They will also be done on Canvas.

Midterm: The midterm exam will be given on Thursday, October 17th at the mid-point of the semester. It will be an online exam composed of both essay questions and short-answer identifications which will be given to you beforehand. The exam will be completed on Canvas and turned in that way.

Why this assignment? The midterm is in this form to insure students know the class material up to that point and also that they can write about that material in a clear and persuasive manner.

Analysis Paper: You will have to write an analysis paper on the assigned book, to be 4-6 pages in length. The paper will be due through Canvas on Thursday November 7. Instructions on the paper will be posted on the front page of Canvas by the beginning of the course.

Why this assignment? The paper is assigned to ensure that students read the book. It also is designed to measure student writing ability over this length of an assignment and their capacity to engage with the prompt in a coherent and literate fashion.

Final Blog Assignment: There will be no final exam for the class. Instead, you will construct a blog though with Word or a PDF that will focus on a topic you choose dealing with course content and its interaction with issues raised throughout the course. Much more on this as the semester progresses. The blog shell with a sample blog that I have developed can be found on the front page of our class Canvas site.

Why this assignment? Getting students engaged in the course can be difficult. During the pandemic, I decided to try this type of assignment for the final, rather than a final exam that mirrored the midterm. Students responded very well to this and produced blogs that were insightful, interesting, and tied to course content. I hope this trend will continue this semester. It will be due Friday, December 13th at 11:59 AM (just before noon!)

TA participation: Students will receive up to 10 points for participating in Friday TA discussions. This part of the grade will be given by your TA. Participation means 1. Coming to section 2. Coming to section prepared 3. Interacting with the TA and other students in section on the material for the week.

Why this assignment? This assignment gets students to be involved with the course material, with their TA, and with other students. It promotes dialog and student involvement and participation.

I encourage questions and class discussion during the Monday & Wednesday lecture classes. Please do not hesitate to ask both factual and interpretative questions. If you have specific questions on the subject matter or grading, please contact me via Zoom, so that we can talk “face to face” or come by the listed office hours. I also encourage you to contact me by e-mail as I respond promptly to questions, concerns, or comments.

Attendance

Class attendance is an important component of your learning experience. Since students are adults, a mandatory attendance policy will not be in effect for the lecture part of this course. Attending the lecture live will allow you to participate in discussion during the lecture! Thanks. However, during the Friday TA sessions, since those are discussion based, you will need to attend on a regular every Friday basis. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

From the official UF attendance policies- Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.

For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit.

- Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
- Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

Syllabus & Course Instructions

Students requesting classroom accommodations for disability issues must first register with the Office of the Dean of Students. This office will provide documentation to the student who then must provide this documentation to me. I am more than willing to do whatever is necessary to ensure an optimum learning environment for all students. This is especially problematic during this time of pandemic, but I will work extra hard to accommodate student disability needs. Here is the link for the UF Disability Resource Center
<https://disability.ufl.edu/>

Please be aware of the University's policy on plagiarism. The Internet has made this situation more problematic but understand that plagiarists will be caught. Any questions about what constitutes plagiarism, please do not hesitate to ask. All plagiarism offenses will be reported on a Faculty Adjudication Form and forwarded to the Office of Student Judicial Affairs. You may get more information on UF's Judicial Affairs process at
<https://www.dso.ufl.edu/sccr/process/>

One book for this course will be available for purchase on-line. If you are on-campus and so choose, it also can be bought at the UF campus bookstore. If you experience any problems in buying the book, please let me know as soon as possible. The text, American Yawp, is available on-line and FREE. The weekly readings will be found in Canvas & can be accessed there. Thank you. The course books are:

TEXT on-line *American Yawp*– accessed at <http://www.americanyawp.com/>
(Listed in syllabus as **Text**)

Slavery by Another Name: The Re-Enslavement of Black Americans from the Civil War to World War II. Douglas Blackmon. Anchor Books, 2008.

The weekly readings which can be found in Canvas will be listed here as
ATF- From *After the Fact*
WFC- From *Women, Families, and Communities*

Weekly Syllabus & Readings-

It is important that you keep up on the readings, as they will provide the base knowledge for class lectures and discussions.

Week One- August 23

Since Classes start on Thursday, Aug 22, you will meet for the first time in your TA sections on Friday, August 23

Text- Chapter 15- "Reconstruction"

TA Sections- August 23- Meet the TAs

Week Two- August 26-30

Text- Chapter 17- "Conquering the West"

TA Sections- August 30- Read & be ready to discuss the pieces below

WFC- Chapter 1- "Not that Sort of Women."

ATF- Chapter 8- "The View from the Bottom Rail."

Discuss the constitutional changes during Reconstruction

Week Three- September 2-6

No class on September 2- Labor Day Holiday

Text- Chapter 16- "Capital and Labor"

TA Sections- September 6 - Read & be ready to discuss the pieces below

WFC- Chapter 2- "Hull House in the 1890s"

Friday September 1- Quiz one to be turned in via Canvas by 11:59 PM of that date

Week Four- September 9-13

Text- Chapter 18- "Life in Industrial America"

TA Sections- September 13- Read & be ready to discuss the pieces below

WFC- Chapter 3- "Coming of Age."

ATF- Chapter 9- "The Mirror with a Memory."

Discuss the Supreme Court Cases of Jim Crow America

Plessy v Ferguson* and *Williams v Mississippi

Friday September 13- Quiz two to be turned in via Canvas by 11:59 PM of that date

Week Five- September 16-20

Text- Chapter 19- "American Empire"

TA Sections- September 22- Read & be ready to discuss the pieces below

WFC- Chapter 4- "Putting on Style."

Week Six- September 23-27

Text- Chapter 20- "The Progressive Era"

TA Sections- September 29- Read & be ready to discuss the pieces below

WFC- Chapter 5- "I had my own business."

AFT- Chapter 10- "USDA Government Inspected."

Discuss the constitutional changes during the Progressive Era

**Friday September 27- Quiz three to be turned in via Canvas
by 11:59 PM of that date**

Week Seven- September 30-October 4

Text- Chapter 21- "World War I and its Aftermath"

TA Sections- October 4- Read & be ready to discuss the pieces below

Read Slavery by Another Name- pages 1-216- No reading

assignments need to be turned in this week

Week Eight- October 7-11

Text- Chapter 22- "The New Era"

TA Sections- October 11- Read & be ready to discuss the pieces below

WFC- Chapter 6 "Women and the KKK"

ATF- Chapter 11- "Sacco & Vanzetti."

Discuss the 1927 Supreme Court Case *Buck v Bell*

**Friday October 11 Quiz four to be turned in via Canvas
by 11:59 PM of that date**

Week Nine- October 14-18

No TA sections!!!! **Friday October 18 is Homecoming!!!**

**Midterm Exam- Thursday, October 17- to be turned in via Canvas
by 11:59 PM of that date**

Week Ten- October 21-25

Text- Chapter 23- "The Great Depression"

TA Sections- October 27- Read & be ready to discuss the pieces below

WFC- Chapter 7 "Women of the Depression."

ATF- Chapter 12- "Dust Bowl Odyssey."

Read Slavery by Another Name – pages 217-403- No reading
assignments need to be turned on this book

Week Eleven- October 28- November 1

Text- Chapter 24- "World War II"

TA Sections- November 3- Read & be ready to discuss the pieces below

WFC- Chapter 8- "Women Under Fire."

ATF- Chapter 13- "The Decision to Drop the Bomb."

Discuss the 1944 Supreme Court Case

Korematsu v United States

Friday November 1- Quiz five to be turned in via Canvas
by 11:59 PM of that date

Week Twelve- November 4-8

Text- Chapter 25- "The Cold War."

WFC- Chapter 9- "American Families in the 1950s."

**Slavery By Another Name Paper Due- Thursday November 7 to be
turned in via Canvas by 11:59 PM of that date**

Week Thirteen-November 11-15

No class on Monday November 11- Veterans Day Holiday

Text- Chapter 26- "The Affluent Society"

TA Sections- November 17- Read & be ready to discuss the pieces below

WFC- Chapter 10 "It Was Like All of Us had been Raped"

**Discuss the 1954 Supreme Court Case *Brown v Board of Ed*
And post World War II Constitutional Changes**

Friday November 15- Quiz six to be turned in via Canvas
by 11:59 PM of that date

Week Fourteen- November 18-22

Text- Chapter 29- "The Triumph of the Right"

TA Sections- December 1- Read & be ready to discuss the pieces below

WFC- Chapter 11 "Moral Mothers & Goldwater Girls"

ATF- Chapter 15 "Sitting In"

Discuss Recent Challenges to American Democracy

No Class November 25 & 27 and no TA sections November 29

Thanksgiving Holiday-

Text- Chapter 27- "The Sixties" and Chapter 28- "The Unraveling"

Week Fifteen- December 2-4

No TA sections- Friday- December 6

Text- Chapter 30- "The Recent Past"

Discuss Recent Challenges to American Democracy

Last Day of Class-Wednesday- December 4.

Wednesday December 4- Quiz seven to be turned in via Canvas
by 11:59 PM of that date

Final Blog Posting Due in Canvas- Friday 12/13/2024 by **11:59 AM**

Course Objectives for Civic Literacy Requirement

Course Objectives of AMH 2020 will:

1. Introduce students to the evolution of the basic principles of American democracy and how they have been applied in our republican form of government from the mid-19th century to the present.
2. Examine representations of the meaning of American citizenship by a wide range of authors representing various academic, policy, and community perspectives.
3. Explore the ways that different groups' relationships with American government at all levels reflect (and help to construct) their racial, class, and gendered identities and also shape the meaning of American citizenship.
4. Introduce the idea that the various meanings of citizenship within American democracy are produced in dialogue with imaginative writings about it and personal/community interpretations of it.
5. Invite students to build their reading, writing, and oral communication skills through careful reflection (individual in Reading Journals and Papers; group in Class Discussion) on landmark Supreme Court cases and their impact on law and society.

Student Learning Outcomes (SLOs) for this class

Upon completion of AMH 2020 students will be able to:

- STUDENTS WILL DESCRIBE THE FACTUAL DETAILS OF THE SUBSTANTIVE HISTORICAL EPISODES UNDER STUDY.
- STUDENTS WILL IDENTIFY AND ANALYZE FOUNDATIONAL DEVELOPMENTS THAT SHAPED AMERICAN HISTORY SINCE 1877 USING CRITICAL THINKING SKILLS.
- STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE PRIMARY IDEAS, VALUES, AND PERCEPTIONS THAT HAVE SHAPED AMERICAN HISTORY.
- STUDENTS WILL DEMONSTRATE COMPETENCY IN CIVIC LITERACY.

General Education: Objectives for Social and Behavioral Sciences and Diversity This course satisfies the Social and Behavioral Science Gen-Ed Credit at the University of Florida. 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 means 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.

General Education: Student Learning Outcomes for Social and Behavioral Sciences

Category

Definition

Course SLO

CONTENT	Knowledge of the concepts, principles, terminology and methodologies used within the historical discipline.	Students will demonstrate competence in the terminology, concepts, methodologies and theories used within the historical discipline. Students will also discuss the roles of social structure and status of different groups within the United States. These will be evaluated by quizzes and the midterm.
COMMUNICATION	Communication is the development and expression of ideas in written and oral forms.	Students will communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the historical discipline. These will be evaluated through weekly assignments and TA sections.
CRITICAL THINKING	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students will analyze information carefully and logically from multiple perspectives, using historical methods, and develop reasoned solutions to problems. Students will also analyze and evaluate their own cultural values in relation to those of other cultures. These will be evaluated through the paper and the final blog.