

United States History Since 1877 – AMH 2020

Fall 2024

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.

This is an introductory course designed to expose students to important themes, interpretations, events, and primary sources. 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, Tuesday and Thursday 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. Your Canvas-based Reading Journal/Discussion Post is generally due in preparation for Friday's in-class discussion.

Dr. Kevin Bird Email: kevin.bird@ufl.edu Office phone: 352 273 1077

Class Times & Building: T, R | Period 4 (10:40 AM - 11:30 AM)

Building & Room: [CSE A101](#)

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

Teaching Assistant Student Hours: TBD

Dr. Bird's Student Hours: Zoom Only-Wed. 1:30-4:30 PM

Pugh 230 or Zoom- Tues. 1:30-3 PM; Thurs. group drop-in advising 1:30-2:30 PM

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

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

Required Textbooks:

1. *The American Yawp*. Locke & Wright. <http://www.americanyawp.com/>

* A PDF version of the text is available in the Canvas Modules section and here: [American Yawp AMH 2020.pdf](#)*

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://www.jstor.org/stable/10.1525/j.ctt1pn57b>

This course does not involve fees for materials, supplies, or textbooks, all readings are made available through Canvas and UF Library Access.

Class Schedule:

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

Week One: August 22, 23

Class Introductions

- Ensure your access to [American Yawp](#) & [Emancipation Betrayed](#) in preparation for upcoming weeks. [American Yawp AMH 2020.pdf](#); <http://www.americanyawp.com/>; <https://www.jstor.org/stable/10.1525/j.ctt1pn57b>
- Read and respond to **1 section** of your choosing of American Yawp, Chapter 30, and introduce yourself in the Week 1 Modules section. *Ch. 30 includes sections I-X, but this week's assignment only requires you to read 1 section.*
- To improve your study habits, consider the **optional** "How to Study" 5-part resource. The Part 1 video:<https://www.youtube.com/watch?v=RH95h36NChI&list=PL338ADF5641FE7711>

Week Two: August 27, 29, 30

Reconstruction: The Battle for Citizenship and Democracy in the 1860s and 1870s

- [American Yawp](#) (AY): Chapter 15 sections I-V
- [Emancipation Betrayed](#), Preface (pgs. xiii-xxii), Prologue (pgs. 1-8), & Chapter 1.
- Make a Reading Journal/Discussion Post in Canvas by August 28, 2024, in preparation for your August 29 & 30 class meeting. See Canvas Modules for this and future Reading Journal/Discussion Post dates. [American Yawp AMH 2020.pdf](#); <http://www.americanyawp.com/>; <https://www.jstor.org/stable/10.1525/j.ctt1pn57b>
- A Canvas-based Pre-course Assessment (last semester's Midterm) of your previous historical knowledge will be available this week. This replaceable Pre-course Assessment is meant to guide how and how much you study for this course. This replaceable Pre-course Assessment will load up as your Midterm grade initially, but your actual In-class Multiple Choice Midterm grade will replace the Pre-course Assessment in Week 8.

Week Three: September 3, 5, 6

Reconstruction: The Battle for Citizenship and Democracy pt. 2 in the 1860s and 1870s, 1877

- [American Yawp](#) (AY): Chapter 15 VI-VII; [Emancipation Betrayed](#) and Chapter 2; and choose **one of the following American Yawp Chapter 15 IX section primary sources to read/examine/etc...** Again, choose **1 of the following**: a)AY Primary Source: [Jourdon Anderson writes his former enslaver, 1865](#); b)AY Primary Source: [Mississippi Black Code, 1865](#); c)AY Primary Source: [A case of sexual violence during Reconstruction, 1866](#); d)AY Primary Source: [Frederick Douglass on remembering the Civil War, 1877](#); e)AY Primary Source: [Johnson and Reconstruction cartoon, 1866](#).

Week Four: September 10, 12, 13

The People's Party/Populists, Unions, Big Business, and Jim Crow; Boom and Bust Economies: The Battle for Citizenship and Democracy pt. 3 in the 1880s and 1890s, 1877 again

- AY: Chapters 16 I-IV, V; 20 VI; and *Emancipation Betrayed*, Chapter 3; and choose **one of the following American Yawp Chapter 16 IX section primary sources to read/examine/etc...**: a)AY Primary Source: [Image of the Great RR Strike of 1877& Baltimore Sun front page](#); b)AY Primary Source: [The "Omaha Platform" of the People's Party, 1892](#); b)AY Primary Source: [Dispatch from a Mississippi Colored Farmers' Alliance, 1889](#).

Week Five: September 17, 19, 20

Western Expansion: The Making of an American Empire in the late 1800s, 1893

- **US Map Quiz - In Class September 19**
- AY: Chapter 17 I-III, V-VI; *Emancipation Betrayed*, Chapter 4 or 5; and **one of the following American Yawp Chapter 17 IX section primary sources to read/examine/etc..**: a) AY Primary Source: [Chief Joseph on Indian Affairs, 1877, 1879](#); b)AY Primary Source: [Laura C. Kellogg on Indian Education, 1913](#); c)AY Primary Source: [Helen Hunt Jackson on a Century of Dishonor, 1881](#); d)AY Primary Source: [Frederick Jackson Turner, "Significance of the Frontier in American History," 1893](#); e)AY Primary Source: [Turning Hawk and American Horse on the Wounded Knee Massacre, 1890/1891](#).

Week Six: September 24, 26, 27

International Expansionism: The Making of an American Empire pt. 2 and the Progressives' drive to reform in the late 1800s, 1898

- **World Map Quiz - In Class September 26**
- AY: Chapters 19 I-IV; 20 I-IV; *Emancipation Betrayed*, Chapter 6 or 7; and **one of the following American Yawp Chapter 19 VIII or 20 VIII section primary sources to read/examine/etc..**: a)AY Primary: [Mark Twain, "The War Prayer" 1904-05](#); b)AY Primary Source: [School Begins, 1899](#); c)AY Primary Source: ["Declined With Thanks," 1900](#).

Week Seven: October 1, 3, 4

WW I and the Post-WW I context: the Making of an American Empire pt. 3 in the early 1900s

- AY: Chapter 21 I-IV, VII-VIII; *Emancipation Betrayed*, Chapter 8 or 9, and three [WW I poems](#) of your choosing.

Week Eight: October 8, 10, 11 *Midterm Multiple Choice during your regular Friday Discussion Section Meeting*

- What have we learned about the Battle for Citizenship and Democracy and the Making of an American Empire so far October 8 & 10
- **In-class Midterm on October 11 during your regular Fri. Discussion Meeting.**
- **Take-home Midterm Essay Upload due October 13 @ 11:59 PM.**

Week Nine: October 15, 17 (Oct. 18, UF Homecoming, NO CLASS)

The Roaring Twenties and the Great Depression: Boom and Bust Economies set the stage for the twentieth century in the 1920s and 1930s

- AY: Chapter 23; and one of the following. If you choose to read about Rosewood or Ocoee, a) - d), you are welcome to scan/analyze for signs of economic or political flourishing that preceded these massacres. If you choose option e), read all pages. a) [Ocoee, FL Massacre, OH 1](#); b) [Rosewood, FL Massacre, OH 1](#); c) [Rosewood, FL Massacre, OH 2](#); d) [Rosewood, FL Massacre, OH 3](#); -or- read the entire of e) [Great Depression Readings](#)

Week Ten: October 22, 24, 25

World War II: From American Empire to World Superpower in the 1940s

- AY: Chapter 24; and two of the following primary sources: a) [Henny Fletcher Aronsen oral history](#); b) [Gerda Weissmann Klein & Dr. Harold Herbst oral history](#); c) [Emanuel Tanay, Nina Kaleska, & Albert Einstein](#); e) [Adolf Hitler, SPEECH OF DECEMBER 10, 1940](#)

Week Eleven: October 29, 31, Nov. 1

Post-WW II American & the Cold War: America as a World Superpower pt. 2 in the 1950s

- **Constitutional Amendment Quiz - In Class October 31**

- AY: Chapters 25 I-III, V, and 26 I-III, and **one of the following**: a) David Halberstam's *The Fifties* Ch. 1 [Presidential Politics](#); b) David Halberstam's *The Fifties* Ch. 11 [TV & McDonalds](#); c) David Halberstam's *The Fifties* Ch. 15 [Lucille Ball](#); d) David Halberstam's *The Fifties* Ch. 42 [TV, Commercials, and Marketing](#); e) David Halberstam's *The Fifties* Ch. 46 [The CIA and Cuba](#); f) [A short documentary \(24 minutes, or 1:00-19:40 for a shortened excerpt\) on the \(anti-gay\) John's Committee \(UF, FSU, USF\)](#)

Week Twelve: November 5, 7, 8

America's Second Reconstruction: The Civil Rights Movement's Battle for Citizenship and Democracy in the 1950s and 1960s

- AY: Chapters 26 IV, 27 I-III, and **one of the following**: a) [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, if reading such would be triggering to you, you may skip over McGuire's pages covering the sexual assault or choose option b) or c). Please contact the instructor or your Discussion Section Instructor if you have any questions or concerns. b) [David Faber, *The Age of Great Dreams Chapter 2*](#) (pgs. 25-48); c) [David Faber, *The Age of Great Dreams Chapter 3*](#) (pgs. 49-66).

Week Thirteen: November 12, 14, 15

America's Second Reconstruction and Beyond: Politics and the Rights Revolution in the 1960s and 1970s

- AY: Chapter 27 IV-VII, the 1960s Song Playlist Assignment, and **Option 1 or Option 2. Option 1: several Vietnam Oral History excerpts**: a) [Vietnam Oral History 1](#); b) [Vietnam Oral History 2](#); c) [Vietnam Oral History 3](#); d) [Vietnam Oral History 4](#); e) [Vietnam Oral History 5 -or- Option 2: A brief Stonewall Riots documentary \(21 minute total, or 7:22-16:22 for a shortened excerpt\)](#)

Week Fourteen: November 19, 21, 22

The Rise of the Political Right & the 1980s: Setting the stage for the 2020s in America

- AY: Chapter 29 I-II, IV-V, XI; and **Option 1 or Option 2. Option 1: one chapter of David Colburn's *Yellow Dog Democrats to Red State Republicans (Florida)***: a) [Ch. 4 Political Transition](#); b) [Ch. 5 Middle-Class Migration and an Emerging Hispanic Presence](#); c) [Ch. 6 Holding back the Republican Tide, but How Long?](#); -or- **Option 2: two of the following primary sources**: a) [Ronald Reagan's Neshoba County Fair States Rights Presidential Candidacy Announcement Speech \(+ local context\)](#); b) [Southern Politics, Atwater](#) & [Southern Politics, Wyman](#); c) [American Yawp Primary Source: Pat Buchanan on the Culture War, 1992](#); d) [American Yawp Primary Source: Jerry Falwell on the "Homosexual Revolution," 1981.](#)

- *An audio recording of the above-listed Ronald Reagan's speech can be accessed at: <http://collections.msdl.org/digital/collection/neshoba/id/6/>

Week Fifteen: Thanksgiving Break

Week Sixteen: December 3 (Last Day of Class) (Dec. 5 & 6, NO CLASS, Reading Days)

The Recent Past: Setting the stage for America pt. 2, the 2020s

- AY: Chapter 30, any one section of your choosing; and **Option 1 or Option 2.**
Option 1: one chapter of David Colburn's *Yellow Dog Democrats to Red State Republicans* (in Florida). a)[Ch. 7 Blue to Red, Jeb Bush](#); b)[Ch. 8 The Presidential Election of 2000](#); c)[Ch. 9 21st Cent Politics in Florida](#); -or- **Option 2: one of the following sources.** a)[Obergefell v. Hodges, 2015](#); b)[Law and Order Speech & Tweets- Donald Trump](#); c) [NYT Obituary: Marsha P. Johnson](#); d)[Supply Side Jesus \(U.S. politics & religion\)](#); e) [Bill Clinton, NAFTA, & Deregulation](#); f) [G. W. Bush on a Post-9/11 World](#); g) [Dobbs v. Jackson Women's Health Organization](#)

Week Seventeen: Second Exam Essay Upload Deadline is Dec. 8 @ 11:59 PM

Second Exam Multiple Choice Portion on Dec. 10 @ 3 PM - 5 PM

(The Second Exam Multiple Choice will be in our regular CSE 101 class)

Course Objectives

By the end of this course, you will be able to:

- Explain how people and groups of the Reconstruction era and the late 1800s struggled to secure their citizenship rights and laid the groundwork for America's modern democracy.
- Explain how Americans industrialized their nation, and set it on a path to becoming a preeminent industrial power.
- Explain how people and groups rapidly transformed the United States into a united bi-Oceanic and world empire.
- Explain how Americans contributed to and were influenced by periods of precipitous economic growth and decline in the late 1800s, and early 1900s culminating in the 1920s, 1950s, and 1980s.
- Explain the background and events of World War 1, World War 2, and the Cold War, including the Korean conflict and the Vietnam War.
- Explain how Americans set out to once more secure citizenship rights and expand their democracy during the Civil Rights Movement, and how the CRM influenced a host of other broad-based social movement
- Explain how people and groups responded to the disruption and challenges of the 1960s to influence America's culture, politics, and economics
- Explain the way Americans in the eras and decades leading up to the 2020s set the stage for "Our Times."

Course Requirements

Be Advised: A minimum grade of C is required for General Education credit in this class.

Attendance, Participation, and Reading Journals: 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>. Excelling in this course will require you to show up on time, with an attitude to think and learn, i.e., be an engaged reflective learner. Plan on attending all lectures, reading the assigned material in preparation for class, sharing your thoughts, and hearing insights from others. Reading and referring back to the free online *American Yawp* textbook, *Emancipation Betrayed*, and other assigned readings before and after our classes will provide background knowledge and a reference while we explore topics with greater specificity. Your attendance, other monitoring of your participation, and Reading Journals are meant to encourage your engagement with topics of this course and will factor into your final grade. Showing up ready to learn, discuss, and give a good effort in other ways 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. Do not expect extra credit later in the semester to compensate for a lack of or inconsistent engagement on your part.

Attendance at your Friday Discussion Section will factor directly into an Attendance Grade according to a percentage metric. A 90 or greater percentage for Friday Discussion Sections will be rounded up to 100% at the end of the semester. Friday Discussion Section Attendance percentages lower than 80% will result in additional manual deductions per half-letter grade increments of your final course grade, thus affecting a final grade with increasing severity. Students with lower than 70% attendance should plan on withdrawing from the class.

Additionally, missing more than two Tuesday or Thursday class meetings will likely reduce your final grade. Unannounced In-Class Quizzes will be given throughout the semester factoring into your participation grade. Up to two of these Unannounced In-Class Quizzes will be dropped at the end of the semester.

Please help me reduce the number of emails we exchange about common/"routine" excused absences as much as possible by first speaking with your Discussion Section Instructor (pertaining to Fridays) or I (pertaining to Tuesdays and Thursdays) after class when possible, and proceeding to the Excused Absence Assignment in your Module Section for instructions on making up your credit. This will allow me to spend more time advising and getting to know students like yourself. Once you have done the above, you are welcome to email us a reminder to load up your credit. Any emails should have "Excused Absence" and the date of your absence in the email subject line. Ex., Excused Absence for 10.17.2024.

Excused Absences included documented treatment by a medical professional or documented preapproved participation in an official UF event (UF Athletics and some official university/college events). Again, after speaking after class (when possible), you will generally submit documentation from the UF Infirmary, other Doctors, or official preapproved events directly on Canvas. Having done such, you will only then send an email with "Excused Absence" and the date of the absence in the email subject line for your Discussion Section Instructor or to load up your credit.*

Exams: Your mid-term and second exams will draw from the readings and our class times. Exams will consist of multiple-choice and take-home essay questions.

Reading Journal/Discussion Posts: Students will generally submit weekly (usually a 250-word minimum) Reading Journal/Discussion Post responses, usually by Wednesday evening, identifying

essential concepts and exploring connections within the class readings and contemporary events. See the instructions in the Modules Section for writing instructions.

Grading and Expectations

UF Grading and Grade Point Policies: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Course grades will be determined in the following manner: Attendance and Participation-20%, Reading Journal/Discussion Posts-15%, US Map, World Map, Constitution, and Timeline Quizzes-10%, Midterm-20%, Final Exam-35%

Grading scale: 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; 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.

Course Evaluations: 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.ua.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.ua.ufl.edu/publicresults/> .

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. Students with disabilities 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.

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 a 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

General Education Objectives for this class: <https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/> 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 theories 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.

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.

NEW STATE
DESCRIPTION

CATALOG & SCNS
DESCRIPTION

STUDENT LEARNING OUTCOMES

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.

UF CATALOG
DESCRIPTION: Surveys the emergence of modern America as an industrial and world power; the Progressive Era; WWI; the Great Depression and the New Deal; WW II; and the Cold War era.

CURRENT SCNS
DESCRIPTION: Survey of the emergence of Modern America as an industrial and world power, Progressive era, WW I, Great Depression, New Deal, WW II, and Cold War era.

Students will describe the factual details of the substantive Historical episodes under study. Students will be assessed via: Weekly Reading Journal Posts (on Canvas), In-class and other Quizzes, the exchange of views in Friday Discussion Sections, and multiple choice and take-home essay portions of the midterm and second and concluding exam.

Students will identify and analyze foundational developments that shaped American History since 1877 using critical thinking skills. Students will be assessed via: Weekly Reading Journal Posts (on Canvas), the exchange of views in Friday Discussion Sections, and the take-home essay portion of the midterm and second and concluding exam.

Students will demonstrate an understanding of the primary ideas, values, and perceptions that have shaped American History. Students will be assessed via: Students will be assessed via: Weekly Reading Journal posts (on Canvas), in-class and other Quizzes, the exchange of views in Friday Discussion sections, and the take-home essay portion of the midterm and second and concluding exam.

Students will demonstrate competency in civic literacy. Students will be assessed via: a Constitutional Quiz, in-class and other Quizzes, the exchange of views in Friday Discussion sections, and the take-home essay portion of the midterm and second and concluding exam.

General Education State Core Description and Student Learning Outcomes for the United States Since 1877 (AMH 2020; SCNS TITLE: INTRODUCTORY SURVEY SINCE 1877- GE CORE):

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.

Classes Begin	August 22
Withdrawal from All Fall Courses with No Fee Liability	August 28
Withdrawal with 25% Refund (W assigned to all Spring courses.)	September 13
Drop Deadline (W assigned to individual course(s). Drops of individual courses must be approved by the student's college.)	November 22
Withdrawal Deadline (W assigned to all Spring courses.)	November 22
Withdraw from All Fall Courses after the Withdrawal Deadline (Students must petition their college with appropriate documentation for approval to withdraw from all courses.)	November 23 - December 4
Classes End	December 4
Reading Days (no classes)	December 5 - 6
Final Grades Available (transcript view, on ONE.UF ⁴)	December 18

Holidays (no classes)

Sept. 2: Labor Day

**Oct. 18: UF
Homecoming**

**Nov. 11: Veterans
Day**

Breaks (no classes)

**Nov. 25 - 29:
Thanksgiving
Break**