

UNITED STATES SINCE 1877
COURSE SYLLABUS
FALL 2024

Class info: AMH 2020 section ST11/28126
T period 4 (10:40 AM – 11:30 AM) & R period 4-5 (10:40 AM – 12:35 PM)
FLI 119

Instructor: Prof./Dr. Anna Lankina

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Office Hours: via Zoom, Thursday, 2:00 – 4:00 PM or by appointment (Zoom link provided in Canvas; in-person office hours available upon request)

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.

Course Objectives and Learning Outcomes

<https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>

This course is a Social and Behavioral Sciences (S) subject area course in the General Education Program. A minimum grade of C is required for general education credit.

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 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.

This course is also a Diversity (D) course in the General Education Program. In Diversity 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 and beliefs mediate their own and other people's understandings of themselves

and an increasingly diverse U.S. society.

At the end of this course, students will be expected to have achieved the following **learning outcomes** in content, communication and critical thinking:

- 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.

Social and Behavioral Sciences	Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.	Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.	Communicate knowledge, thoughts and reasoning clearly and effectively.
Diversity (co-designation)	Identify, describe, and explain the historical processes and contemporary experiences characterizing 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 disability.	Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society.	The diversity designation is always in conjunction with another category. Communication outcomes are listed in those subject areas.

These learning outcomes will be assessed through the assigned papers and exams (detailed below).

Required Texts

1. The American Yawp. Editors: Joseph Locke and Ben Wright. (Free, open textbook available online at <https://www.americanyawp.com>)
2. Additional readings will be provided in Canvas

Course Requirements

Attendance, Reading, Participation

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 are required to attend all class meetings. Students may incur three unexcused absences for any reason without penalty; after that each unexcused absence will result in a letter reduction of your overall final grade (for example, from a B+ to a B).

Excused absences include documented illness, religious holidays, family emergency, and participation at university sponsored events such as athletic competitions. Please contact me about any absences as soon as possible. Make-up work will be administered only for excused absences.

We will use a significant portion of class time for discussion and in-class activities.

Participation is expected and will receive a grade based on participation in discussion and completion of in-class activities.

To help students prepare to discuss assigned primary source readings in class, students will write **Brief Reading Responses** to the assigned primary source readings. These will be posted as Discussions in Canvas. The lowest response grade will be dropped.

Two Short Papers

Students will be required to write two papers (2-3 pages) analyzing primary sources from the course (submitted in Canvas). Further description of these paper assignments will be provided in Canvas and in class. Late papers will drop a letter grade each day. You will have the option at the end of the semester to write one additional short paper. This paper may be written to replace a low grade on one of your other papers. This optional paper is only recommended for those who have received a grade below the B range on at least one of their papers.

Exams (in class, on paper)

We will have a midterm exam and a final exam. The exams will be a combination of identifications and essays. These exams will be designed to test both mastery of significant details (who, what, when, where) of the history the course covers and students' ability to synthesize details and themes in support of a coherent argument.

Grading

15%	In-Class Activities & Discussion
10%	Reading Responses
15%	First Paper
15%	Second Paper
20%	Midterm Exam
25%	Final Exam

Grading Scale

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+	67-69
D	63-66
D-	60-62
E	0-59

See also full UF grading policy: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Classroom Culture

Students are expected to respectfully participate and engage with the course material, the instructor, and their classmates during class time. This means that students who use electronic devices for non-class related activity are failing to fully participate in the class and may be disrupting their classmates' learning experience. The instructor reserves the right to ask students to discontinue any disruptive behavior.

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES

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.

Let me know how I can help you, and I will do everything I can to support your individual needs.

STUDENT COUNSELING AND MENTAL HEALTH

UF has two primary support resources: the Counseling and Wellness Center and U Matter We Care. Your health and security are crucially important for your success at the university and in your career. Use these resources and contact me if I can be of any help.

STUDENT HONOR CODE

PLAGIARISM IS PROHIBITED

A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
2. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
3. Submitting materials from any source without proper attribution.
4. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

USING AI-GENERATED TEXT IS PLAGIARIZING

You may not submit automatically generated text for your writing in this course. All writing must be your original work. If you are found to have not written the work you submitted, whether that work was copied from other students, from the web, or from AI tools, you will be reported for having violated the student Honor Code.

UNAUTHORIZED COLLABORATION IS PROHIBITED

Like plagiarism, unauthorized collaboration is a violation of the Student Honor Code and will result in similar sanctions. You must be the sole author of the three major assignments you submit.

ACADEMIC SANCTIONS

Academic sanctions are outcomes that impact official University of Florida course grades where violation(s) under the Student Honor Code have occurred.

1. Assignment grade penalty with resubmission: A point/grade reduction on the assignment/assessment in question, and with the permission of the Faculty member, an opportunity to resubmit the assignment/assessment with the addition of the implemented point/grade reduction.
2. Assignment grade penalty: A point/grade reduction on the assignment/assessment in question.
3. Course grade penalty with drop: A point/grade reduction for the entire course.
4. Course grade penalty: A point/grade reduction for the entire course. There will be no ability to drop or withdraw from the course for any reason.

In addition to the academic sanctions outlined above, students who submit plagiarized materials as their own may also be subject to status sanctions including Academic Probation, Loss of University Privileges, and suspension.

ONLINE 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.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/>

RECORDING OF CLASSES

STUDENT'S RIGHT TO RECORD

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.

LIMITATIONS TO RECORDING RIGHTS

Students may only record class lectures, and they may only do so for the purposes outlined above. 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 lecturer during a class session.

PUBLICATION AND DISTRIBUTION PROHIBITED

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.

CLASS SCHEDULE

This syllabus and class schedule are subject to slight modification.

All readings are due by the day listed.

Week 1

Thursday: Course Introduction & Discussion

Week 2

Tuesday: Reconstruction
American Yawp, Ch. 15

Thursday: Reconstruction continued
Primary sources posted in Canvas

Week 3

The American West
American Yawp, Ch. 17

American West continued
Primary sources posted in Canvas

Week 4

Industrial Society & Labor
American Yawp, Ch. 16

Industrial Society & Labor continued
Primary sources posted in Canvas

Week 5

Immigration & Urbanization in America
American Yawp, Ch. 18

Higher Education and Jim Crow
American Yawp, Ch. 18
Primary sources posted in Canvas

First Paper: due Sunday, September 22 at 11:59 PM

Week 6

Political Landscape
American Yawp, Ch. 16

Imperial Expansion
American Yawp, Ch. 19
Primary sources posted in Canvas

Week 7

Grassroots Progressivism
American Yawp, Ch. 20

Political Progressivism
Primary sources posted in Canvas

Week 8

WWI, Prohibition, and Suffrage
American Yawp, Ch. 21

The 1920s
American Yawp, Ch. 22
Primary sources posted in Canvas

Week 9

Tuesday: No Class

Thursday, October 17: Midterm Exam in class

Week 10

Great Depression & the New Deal
American Yawp, Ch. 23

WWII
American Yawp, Ch. 24
Primary sources posted in Canvas

Week 11

The Cold War, Part 1
American Yawp, Ch. 25

The Cold War, Part 2
Primary sources posted in Canvas

Week 12

Civil Rights, Part 1
American Yawp, Ch. 26

Civil Rights, Part 2
American Yawp, Ch. 27
Primary sources posted in Canvas

Second Paper: due Sunday, November 10 at 11:59 PM

Week 13

Vietnam and Protest
American Yawp, Ch. 28

Feminism and Protest
Primary sources posted in Canvas

Week 14

New Right and Nixon
American Yawp, Ch. 29

From Carter to Reagan
Primary sources posted in Canvas

Week 15

UF Thanksgiving Holiday—No Class

Week 16

Review

Final Exam: Tuesday, December 10, 2024, 3:00 PM - 5:00 PM, FLI 119

Optional Paper Thesis Statement: Due Tuesday, December 3 by 11:59 PM

Optional Paper: Due Sunday, December 8 by 11:59 PM