

Week Two:

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 (You will need to be logged into the VPN or be on UF's campus and consider using the full download option.)

If you have an issue with the above link for *Emancipation Betrayed*, this link should work: <https://www.jstor.org/stable/10.1525/j.ctt1pn57b>

Week Three:

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:

Legacies of Conquest: American Industry

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

Week Five:

Legacies of Conquest: The West

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

Week Six:

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:

WW I

- AY: Chapter 21 I-IV, VIII-IX; *Emancipation Betrayed*, Chapter 7, 8, or 9 (choose 1)

Week Eight: *Midterm during your regular Fri. Discussion Meeting*

- What have we learned so far/Midterm Review
- **In-class Midterm on _____ @ our regular class meeting**
- **Take-home Midterm Essay Upload due _____ @ 11:59 PM**

Week Nine:

The Great Depression & World War II

- AY Chapter 23

Week Ten:

World War II cont'd, WW II-era Oral Histories

- AY: Chapter 24

Week Eleven:

Cold War & The Affluent Society

- AY: Chapter 25 I-III, V-VI and 26 I-III, and one chapter of David Halberstam's *The Fifties*

Week Twelve:

The Sixties

- AY: Chapter 26 IV, 27 I-III, and one of the following options:

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 read/analyze *The Age of Great Drams*, attached below, or skip over McGuire's pages covering the sexual assault. Please contact the instructor or your teaching assistant if you have any questions or concerns.)

-or-**Chapter 2 & Chapter 3 of David Faber's, *The Age of Great Dreams*.**

Week Thirteen:

The Sixties cont'd

- AY: Chapter 27 IV-VIII; 1960s music playlist

Week Fourteen:

The Rise of the Right

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

Week Fifteen:

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

- AY 29 Primary Sources: Ronald Reagan's Neshoba County Fair States Rights Speech; Southern Politics in the 1990s; & read any three sections of your choice (preferably, include the section you read back in week one) from Chapter 30.

Week Sixteen:

- What have we learned so far/Second Exam & Essay Review _____
- **In-class Second Exam on _____ @ 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*, *Emancipation Betrayed*, and other assigned readings. Fridays will generally involve additional instruction and longer in-class discussions. Your Canvas-based Reading Journal/Discussion Post is due before the Friday class meeting on Wednesday evening.

Course Requirements

Attendance, Participation, and Reading Journals: 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 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 reading, and discussing your thoughts, 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.

*For example, 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. Your final grade will be manually reduced by one point for every missed class/discussion section after your third absence. 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 Infirmity 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 Wednesday 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%, US Map, World Map, and Constitution Quiz-5%, Midterm 20%, 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 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 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 concerning 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
Social and Behavioral Sciences	<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>
Diversity	<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 how 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.

Event	Dates and Deadlines
Drop/Add (at or after assigned start time)	January 8 - 12
Late Registration	January 8 - 12
Withdrawal from All Spring Courses with No Fee Liability	January 12
Fee Payments (University Bursar)	January 19 (3:30 pm)
Residency Reclassifications	January 19
S/U Grade Option	January 26
Degree Applications	February 2
Withdrawal with 25% Refund (W assigned to all Spring courses.)	February 2
Drop Deadline (W assigned to individual course(s). Drops of individual courses must be approved by the student's college.)	April 12
Withdrawal Deadline (W assigned to all Spring courses.)	April 12
Drop or Add a Course after the Drop Deadline (Students must petition their college with appropriate documentation for approval to drop or add.)	April 13 - 24
Withdraw from All Spring Courses after the Withdrawal Deadline (Students must petition their college with appropriate documentation for approval to withdraw from all courses.)	April 13 - 24
Faculty Course Evaluation Period (Dates can vary by course. Log on to GatorEvals ¹ to verify.)	April 13 - 26
Classes End	April 24

Event	Dates and Deadlines
Honors Theses due to College Advising Offices²	April 24
Reading Days (no classes)	April 25 - 26
Final Exams	April 27 - May 3
Commencement (Dates of graduate and professional school commencements can vary. Please refer to the official schedules. ³ Dates/times of all ceremonies will be posted when officially scheduled.)	May 3 - 5
Degree Status Available (on ONE.UF ⁴)	May 8
Final Grades Available (transcript view, on ONE.UF ⁴)	May 8
Faculty Course Evaluations Available to Instructors (on GatorEvals ¹)	May 9
Holidays (no classes)	January 15: Martin Luther King Jr. Day
	March 9 - 16: Spring Break