

## **AMH 2020- United States Since 1877- Spring 2025**

**Dr. Steven Noll**

M-W- 5th Period (1145-12:35) in CSE A101- and TA sections with your TA on Friday

**Sections 20553, 20554, 20555, 20556, 20557, 20558**

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

Office Hours: M 9:30-10:30 and Th 2-3:30 in Keene-Flint 217 and by Zoom appointment

Phone # **352-273-3380**

E-Mail- [nolls@ufl.edu](mailto: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.**

Course hashtags

#wordsmatter

#itscomplicated

Section Room Numbers & Periods All are on Fridays

Class Number	Friday Meeting Time	Location	TA
20553	3 <sup>rd</sup> period (9:35-10:25)	Matherly 119	TBA
20554	5 <sup>th</sup> period (11:45-12:35)	Matherly 103	TBA
20555	3 <sup>rd</sup> period (9:35-10:25)	Keene-Flint 101	TBA
20556	5 <sup>th</sup> period (11:45-12:35)	Keene-Flint 117	TBA
20557	4 <sup>th</sup> period (10:40-11:30)	McCarty A 3194	TBA
20558	6 <sup>th</sup> period (12:50-1:40)	Antevy 423	TBA

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.

**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 a class that covers 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				

A minimum grade of C is required for general education credit.

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

### **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 ensure 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 Friday, March 10<sup>th</sup> at the mid-point of the semester. This exam will be 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 ensure 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 Friday April 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 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.

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 a positive manner in section on the material for the week.

Grade rubric

9-10	A	0 or 1 unexcused absences- positive involvement in TA sessions
8-8.5	B	2 unexcused absences- positive involvement in TA sessions
7-7.5	C	3 unexcused absences- some involvement in TA sessions
6.5	D	4 unexcused absences- little involvement in TA sessions- disruptive behavior in TA sessions
<6.5	E	more than 4 unexcused absences- little involvement in TA sessions- disruptive behavior in TA sessions

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.

### Syllabus & Course Instructions

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. However, during the Friday TA sessions, since those are discussion based, you will need to attend on a regular every Friday basis.

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- January 13-17

**Text-** Chapter 15- "Reconstruction"

TA Sections- January 17- Meet the TAs

### Week Two- January 20-24

**No class on Monday January 20- MLK Day Holiday**

**Text-** Chapter 17- "Conquering the West"

TA Sections- January 24- 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- January 27-31

**Text-** Chapter 16- "Capital and Labor"

TA Sections- January 31 - Read & be ready to discuss the pieces below

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

**Friday January 31- Quiz one to be turned in via Canvas  
by 11:59 PM of that date**

### Week Four- February 3-7

**Text-** Chapter 18- "Life in Industrial America"

TA Sections- February 7- 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***

### Week Five- February 10-14

**Text-** Chapter 19- "American Empire"

TA Sections- February 14- Read & be ready to discuss the pieces below

**WFC-** Chapter 4- "Putting on Style."

**Friday February 14- Quiz two to be turned in via Canvas  
by 11:59 PM of that date**

### Week Six- February 17-21

**Text-** Chapter 20- "The Progressive Era"

TA Sections- February 21- Read & be ready to discuss the pieces below

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

**AFT-** Chapter 10- "USDA Government Inspected."

**Discuss constitutional changes during the Progressive Era**

**Week Seven- February 24-28**

**Text-** Chapter 21- “World War I and its Aftermath”

TA Sections- February 28- 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

**Friday February 28- Quiz three to be turned in via Canvas by 11:59 PM of that date**

**Week Eight- March 3-7**

**Text-** Chapter 22- “The New Era”

TA Sections- March 7- 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***

**Week Nine- March 10-14**

No Readings- Study for Midterm **No TA Sections**

**Midterm Exam- Friday, March 14- to be turned in via Canvas by 11:59 PM of that date**

SPRING BREAK—March 17-21

**Week Ten- March 24-28**

**Text-** Chapter 23- “The Great Depression”

TA Sections- March 28- 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

**Friday March 28- Quiz four to be turned in via Canvas by 11:59 PM of that date**

**Week Eleven- March 31-April 4**

**Text-** Chapter 24- “World War II”

TA Sections- April 14- 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 Unites States***

**Friday April 4 Quiz five to be turned in via Canvas by 11:59 PM of that date**

**Week Twelve- April 7-11**

**Text-** Chapter 25- “The Cold War.”

TA Sections- April 11- Discuss mid-century America

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

**Week Thirteen- April 14-18**

**Text-** Chapter 26- "The Affluent Society"

TA Sections- April 18- Read & be ready to discuss the pieces below

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

**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 April 18 Quiz six to be turned in via Canvas**

**by 11:59 PM of that date**

**Week Fourteen- April 21-23**

LAST DAY of class- Wednesday April 23- no TA sections on Friday 4/25

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

TA Sections- April 19- Read & be ready to discuss the pieces below

**WFC-** Chapter 11 "Moral Mothers & Goldwater Girls"

**ATF-** Chapter 15 "Sitting In"

**Wednesday April 23- Quiz seven to be turned in via Canvas**

**by 11:59 PM of that date**

**Final Blog Posting Due- Tuesday April 29 by noon**

## **General Education: Student Learning Outcomes (SLOs) for Social & Behavioral Sciences**

<b>Category</b>	<b>Definition</b>	<b>Course SLO</b>
Content	Knowledge of the concepts, principles, terminology, & methodologies used within the historical discipline.	Students will demonstrate competence in the terminology, concepts, methodologies & theories used within the historical discipline. Students will also discuss the roles of social structure & status of different groups within the United States. These will be evaluated by quizzes & the midterm.
Communication	Communication is the development expression of ideas in written & oral forms.	Students will communicate knowledge, ideas, & reasoning clearly & effectively in written or oral

forms, appropriate to the historical discipline. These will be evaluated through weekly assignments & TA Sections.

### Critical

Critical thinking is characterized the comprehensive analysis of issues, ideas, & evidence before accepting or formulating an opinion or conclusion.

Students will analyze information carefully & logically from multiple perspectives, using historical methods, & develop reasoned solutions to problems. Students will also analyze & evaluate their own cultural values in relation to those of other cultures. These will be evaluated through the paper & the final blog.

### **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-19<sup>th</sup> 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 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 American history (Civil War to the present), with attention to the ways government officials in general and the Supreme Court in particular have shaped this growth.
2. Identify, describe, and explain the ways in which diverse cultures and beliefs have shaped the meaning of the United States Constitution and its interpretation.



3. Analyze and evaluate how the interaction and intervention of government officials at all levels have shaped and re-shaped the meanings of American democracy and the evolution of the American republic form of government.
4. Analyze and evaluate how the basic principles of American democracy and how they are applied in our republican form of government have affected the opportunities for and constraints on diverse American populations.
5. Analyze, evaluate, and critically reflect on their own community's relationships to American democracy, and to the implications of this for their intellectual, personal, and professional development at UF and beyond.
6. 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.

### **Student Learning Outcomes for AMH 2020**

A student who successfully completes this course will be able to:

- describe the factual details of the substantive historical episodes under study.
- identify and analyze foundational developments that shaped American history since 1877 using critical thinking skills.
- demonstrate an understanding of the primary ideas, values, and perceptions that have shaped American history.
- demonstrate competency in civic literacy.

Link to UF UF Gen Ed objectives:

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

### **Broad Student Learning Outcomes of this course as a humanities course**

**HUMANITIES DESCRIPTION:** Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

#### **o HUMANITIES Student Learning Outcomes (SLOs)**

1. Identify, describe, and explain the history and underlying theory of the basic principles of American democracy and how they are applied in our republican form of government since the Civil War (Content).
2. Identify and analyze key elements, biases and influences that have shaped the development of American democracy since the Civil War. Approach issues and problems in the nature and functions of our institutions of self-governance, from multiple perspectives (Critical Thinking).
3. Communicate knowledge, thoughts, and reasoning clearly and effectively regarding the basic principles of American democracy and how they were applied in our

republican form of government during the time period after the Civil War to contemporary times (Communication).

### **University Policies and Resources**

University policy 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 requiring accommodations:

**Students requesting classroom accommodations for disability issues must first register with the Disability Resource Center. 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.** Students can request academic accommodations 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 me and discuss their access needs, as early as possible in the semester.

UF course evaluation process:

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

University Honesty Policy:

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. For additional information, see <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

### In-class recording:

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. 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 guest lecturer during a class session. 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.

### Procedure for conflict resolution:

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact History department chairperson Dr. Joseph Spillane ([spillane@ufl.edu](mailto:spillane@ufl.edu), 352-273-3355). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>, 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>, 352-392-1261).

### Resources available to students:

#### Health and Wellness:

U Matter, We Care: [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575

Counseling and Wellness Center: <http://www.counseling.ufl.edu>, 352-392-1575

Sexual Assault Recovery Services (SARS): Student Health Care Center; 352-392-1161

University Police Department: <http://www.police.ufl.edu/>, 352-392-1111 (911 for emergencies)

Academic Resources:

E-learning technical support: [learning-support@ufl.edu](mailto:learning-support@ufl.edu), <https://elearning.ufl.edu>, 352-392-4357.

Career Connections Center: Reitz Union; <http://www.career.ufl.edu/>, 352-392-1601.

Library Support: <http://cms.uflib.ufl.edu/ask>.

Academic Resources: 1317 Turlington Hall; 352-392-2010;  
<https://academicresources.clas.ufl.edu>

Writing Studio: 2215 Turlington Hall; <http://writing.ufl.edu/writing-studio/>