

AMH 2020

United States Since 1877

Spring 2025

MWF Period 7 1:55-2:45

Classroom: Anderson 32

Instructor: Tyler Cline, History Department

Office: TBA

Office hours: TBA and by appointment (via Zoom)

tyler.cline@ufl.edu (All communication will be carried out via Canvas or UF email).

Course Description and Objectives

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.

Student Learning Objectives:

- 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

AMH 2020 fulfills the **Social and Behavioral Sciences General Education Credit** at the University of Florida (<https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>). 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.

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

Course Student Learning Objectives (SLOs)

- **Content:** Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes. Through written and oral assignments and discussions, students will identify and analyze the development and political and social roles of structural and institutional power and authority in the United States. Students will be able to tie together the major themes of modern American history through cultural, social, political, and economic historiographical frameworks in both formal written reviews and through informal discussion. **Students will be assessed via: Weekly Reading Assessments, Organized Discussions, Book Reviews, and Exams.**
- **Critical Thinking:** 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. Students will apply both formal and informal qualitative historical analysis through written projects, dedicated discussions, and open conversations during class in order to understand and engage in the deliberative process of cooperative decision-making. They will approach the material from a number of perspectives, with respect and understanding for all points of view. **Students will be assessed via: Weekly Reading Assessments, Organized Discussions, Book Reviews, and Exams.**
- **Communication:** Communicate knowledge, thoughts and reasoning clearly and effectively. Students will professionally and courteously communicate their ideas, arguments, and questions clearly and effectively through both written and oral forms as part of their training in the historical field. **Students will be assessed via: Weekly Reading Assessments, Organized Discussions, Book Reviews, and Exams.**

AMH 2020 also satisfies the [Diversity General Education Credit](#) at the University of Florida. Diversity courses provide instruction in 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 US society. This course will guide you to analyze and to evaluate your own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.

Finally, AMH 2020 fulfills the State of Florida's **Civic Literacy Requirement**. 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 course that satisfies this requirement. In addition to the themes we will cover mentioned above, this course will also focus on the civic literacy requirements outlined by the state statute, including "an understanding of the basic principles of American democracy and how they are applied in our republican form of government, and 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 the landmark Supreme Court cases and their impact on law and society." These have been embedded in the course content and are reflected by course competencies and student learning outcomes listed above.

Required Texts

The American Yawp: Volume 2 (AY in schedule) free online textbook:

<https://www.americanyawp.com/>

The American Yawp Reader (AYR in schedule) free online source reader:

<http://www.americanyawp.com/reader.html>

Requirements

1. Class attendance and participation. Students are expected to attend class regularly and engage with the weekly readings. The course will be a mix of lecture and class discussions in which students are expected to participate based on course readings.
2. A newspaper assignment where the student writes a series of articles based on the events of the first unit – Jim Crow, the New Industrial Society, and the rise of the labor movement.
3. A memoir assignment in which the student reflects upon the transformations within the lifetime of a man or woman from the Progressive Era to the early Cold War.
4. There will be two unit exams, consisting of multiple-choice, key term identifications, and a short essay that ties together lecture material, textbook readings, and source reader materials.
5. Weekly reading responses submitted through Canvas.
6. A final exam that will cover the last unit as well as draw together key course themes and larger, important takeaways.

Grading

Your final grade will be determined as follows:

Attendance and Participation	10%
Weekly Reading Responses	20%
Newspaper Assignment	15%
Memoir Assignment.	15%
Unit Exams	20% (10% each)
Final Paper	20%

Late work will be penalized .33 grade points (i.e. B to B-) each day until it is turned in.

Participation rubric:

Participation will be a significant part of your grade in this class. It is important for you to both attend classes regularly and to participate in class discussions.

You will be graded on the following rubric:

A	Consistent attendance and significant participation in class during both lectures and discussions.
B	Consistent attendance in class with limited participation OR Inconsistent attendance in class with significant participation during lectures and discussions.
C	Inconsistent attendance in class with limited participation during lectures and discussions.
D	Frequent absences and limited participation in class.
S	Failure to attend class.

Grading Scale

Percent	Grade	Grade Points
94-100	A	4.0
90-92	A-	3.67
87-89	B+	3.33
83-86	B	3.0
80-82	B-	2.67
77-79	C+	2.33
73-76	C	2.00
70-72	C-	1.67
67-69	D+	1.33
63-66	D	1.0
60-62	D-	.67
0-59	S	0

An explanation of grades and grade points can be found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Schedule

Unit 1: The Making of Modern America, 1877-1900

Week 1: Jan. 13-17. The Civil War, Reconstruction, and a New America

Jan. 13 – Introductions and the Civil War (Lecture)

Jan. 15 – Reconstruction and The Transformation of the South (Lecture)

Jan. 17 – Reconstruction(s) (Discussion)

Lecture Reading: *AY*, Chp 15 “Reconstruction” (Online textbook: ~25 pages)

Discussion Reading: “Abraham Lincoln’s Second Inaugural Address, 1865” – *AYR* Chapter 14; “Mississippi Black Code, 1865,” and “Frederick Douglass on Remembering the Civil War, 1877” – *AYR* Chp 15 (~3 pages)

Week 2. (Martin Luther King, Jr. Day holiday Mon., Jan. 20). Jan. 22-24. Jim Crow and the Recession of American Democracy

Jan. 22 – The End of Reconstruction (Lecture)

Jan. 24 – White Power in the South – Violence and Political Power (Lecture)

Lecture Reading: *AY*, Chp. 18, IV – “Life in Industrial America,” and Chp. 20, VI – “The Progressive Era” (Online textbook: ~10 pages)

Week 3. Jan. 27-31. Industrialization and Social Transformations

Jan. 27 – The Second Industrial Revolution and the Rise of the Robber Baron (Lecture)

Jan. 29 – The New Immigrant and the New Nativism (Lecture)

Jan. 31 – Industry, Class, and Immigration (Discussion)

Lecture Reading: *AY* Chp. 18 – “Life in Industrial America” (Online textbook: ~25 pages)

Discussion Reading: “Andrew Carnegie on ‘The Triumph of America,’ 1885;” “Jacob Riis, *How the Other Half Lives*, 1890;” and “Rose Cohen on the World Beyond her Immigrant Neighborhood, ca.1897/1918” – *AYR* Chp. 18 (~3 pages)

Week 4. Feb. 3-7. The Labor Movement

Feb. 3 – The Labor Movement in Industrial America (Lecture)

Feb. 5 – Political Radicalism in the New Nation (Lecture)

Feb. 7 – Discussion of Newspaper Assignment (Discussion)

Lecture Reading: *AY* Chp. 16 – “Capital and Labor” (Online textbook: ~25 pages)

Assignment: Newspaper Assignment, Due February 6th at 11:59PM

Week 5. Feb. 10-14. The Eagle Spreads Its Wings: The Rise of the American Empire

Feb. 10 – American Expansion Overseas (Lecture)

Feb. 12 – The Spanish-American War (Lecture)

Feb. 14 – **Unit 1 Exam**

Lecture Reading: *AY* Chp. 19 – “American Empire” (Online textbook: ~25 pages)

Unit 2: Reform and War: 1900-1945

Week 6. Feb. 17-21. The Progressive Movement and Responses to Modernity

Feb. 17 – Rise of the Progressive Movement (Lecture)

Feb. 19 – The Dark Side of Progress: Eugenics, Race, and Class in the Progressive Movement (Lecture)

Feb. 21 – Perspectives on Progress (Discussion)

Lecture Reading: *AY* Chp. 20 – “The Progressive Era” (Online textbook: ~25 pages)

Discussion Reading: “Booker T. Washington & W.E.B. DuBois on Black Progress (1895, 1903);” “Eugene Debs, How I Became a Socialist’ (April, 1902);” and “Alice Stone Blackwell, Answering Objections to Women’s Suffrage (1917).”

Week 7. Feb. 24-28. World War I and the 1920s

Feb. 24 – The United States Enters a Global War (Lecture)

Feb. 26 – The 1920s: America Turns Inwards, America Blah (Lecture)

Feb. 28 – World War and American Ideals (Discussion)

Lecture Reading: *AY* Chp. 21 – “World War I and Its Aftermath” (Online textbook: ~25 pages)

Discussion Reading: “Woodrow Wilson Requests War (April 2, 1917);” “The Sedition Act of 1918 (1918);” and “Emma Goldman on Patriotism (July 9, 1917);”

Week 8. Mar. 3-7. The Great Depression and the New Deal

Mar. 3 – The Great Depression: A Global Calamity Starts at Home (Lecture)

Mar. 5 – The New Deal (Lecture)

Mar. 7 – The Depression, the New Deal, and the Remaking of America (Discussion)

Lecture Reading: *AY* Chp. 23 – “The Great Depression” (Online textbook: ~25 pages)

Discussion Reading: “Herbert Hoover on the New Deal (1932);” “Franklin Roosevelt’s Re-Nomination Acceptance Speech (1936);” and “Bertha McCall on America’s ‘Moving People’ (1940).”

Week 9. Mar. 10-14. World War II: America Takes the Stage

Mar. 10 – America’s Slow Entry Into The War (Lecture)

Mar. 12 – An American Victory and a New War Looms (Lecture)

Mar. 14 – **Unit 2 Exam**

Lecture Reading: *AY* Chp. 24 – “World War II” (Online textbook: ~25 pages)

SPRING BREAK MARCH 15TH-23RD (NO CLASS)

Unit 3: The American Superpower: 1945-present

Week 10. Mar. 24-28. America’s Century and the Cold War

Mar. 24 – The 1950s: Prosperity and Peril (Lecture)

Mar. 26 – The 1960s: A New Generation (Lecture)

Mar. 28 – Discussion of Memoirs (Discussion)

Lecture Reading: *AY* Chp 25 – “The Cold War” (Online textbook: ~25 pages)

Assignment Due: Memoir Assignment, March 27th at 11:59PM

Week 11. Mar. 31-Apr. 4 – The Civil Rights Movement

Mar. 31 – The Long Origins of a Movement (Lecture)

Apr. 2 – Victories and Defeats (Lecture)

Apr. 4 – Movements and Politics During the 1960s (Discussion)

Lecture Reading: *AY* Chp 27 – “The Sixties” (Online textbook: ~25 pages)

Discussion Reading: “Fannie Lou Hamer: Testimony at the Democratic National Convention (1964);” “Lyndon Johnson on Voting Rights and the American Promise (1965);” and “National Organization for Women, ‘Statement of Purpose’ (1966).”

Week 12. Apr. 7-11. Vietnam and the New Politics of the 1970s

Apr. 7 – The War, the Anti-War Movement, and Political Reactions (Lecture)

Apr. 9 – The 1970s: The Looming Shadow of the War (Lecture)

Apr. 11 – Vietnam and the Breakdown of “The Great Society” (Discussion)

Lecture Reading: *AY* Chp. 28 – “The Unraveling” (Online textbook: ~25 pages)

Discussion Reading: “Report of the National Advisory Commission on Civil Disorders (1968);” “Statement by John Kerry of Vietnam Veterans Against the War (1971);” and “Jimmy Carter, ‘Crisis of Confidence’ (1979).”

Week 13. Apr. 14-18. The 1980s and 1990s: The Reagan Revolution and the New Liberals

Apr. 14 – The Reagan Revolution and the 1980s

Apr. 16 – Nineties: The New Liberals Takeover

Apr. 18 – Reagan, Clinton, and The Transformation of American Politics (Discussion)

Lecture Reading: *AY* Chp. 29 – “The Triumph of the Right” and Chp. 30, II – “The Recent Past – American Politics Before September 11th, 2001” (Online textbook: ~30 pages)

Discussion Reading: “First Inaugural Address of Ronald Reagan (1981);” “Jesse Jackson on the Rainbow Coalition (1984);” and “Bill Clinton on Free Trade and Financial Deregulation (1993-2000) – Chp. 30”

Week 14. Apr. 21-25. 9/11 and the New America (Reading Days April 24th and 25th)

Apr. 21 – 9/11 and the World It Created (Lecture)

Apr. 23 – A New America? (Lecture)

Final Exam May 1st, 7:30AM-9:30AM in Anderson 32.

Classroom Expectations

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

Attendance and Make-Up Policy

Attendance is mandatory in this class. Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. See UF Academic Regulations and Policies (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>) for more information regarding the University Attendance Policies.

UF Honesty Policy

UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the

University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website for more information (<https://sccr.dso.ufl.edu/process/student-conduct-code/>). If you have any questions or concerns, please consult with the instructor.

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/publicresults/>

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.

Policy on 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.

U Matter, We Care

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.