

AMH2020: United States Since 1877

Spring 2025, Class 24306 3 credits

I. General Information

Meeting days and times: M, W, F 1:55 - 2:45

Class location: Keene-Flint 117

Instructor(s):

Name: Mark Chatfield

Office Building/Number: Keene-Flint 232

Email: mchatfield@ufl.edu

Office Hours: M, W 12:15 - 1:45

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.

Note: All topics in this course will be taught objectively as objects of analysis, without endorsement of particular viewpoints, and will be observed from multiple perspectives. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, or belief. Students are encouraged to employ critical thinking and to rely on data and verifiable sources to explore readings and subject matter in this course. All perspectives will be respected in class discussions.

Prerequisites

None.

General Education Designation: Social and Behavioral Sciences (S)

Social Science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. **Social and Behavioral Sciences (S)** is a sub-designation of Social Sciences at the University of Florida. These 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.

Secondary General Education Designation: Diversity (D)

In **Diversity (D)** 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.

All General Education area objectives can be found [here](#).

Course Materials

- *The American Yawp*, chapters 15-30, freely available on web
- *Women, Families, and Communities: Readings in American History* (WFC), chapters 2, 3, 6, 11, Canvas
- *Hellfire Nation*, chapters 8-15, Canvas
- Primary Source Materials, Canvas or freely available on web

Materials will be available through the following means: Canvas or freely available on web
Materials Fee: None

II. Student Learning Outcomes

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.

III. Graded Work

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the [Catalog](#).

Graded Components (see Writing Assessment Rubric below)

Reading Journal Entries (25%): This weekly summary of your analysis and questions about the readings is the foundation of the class. The purpose of this assignment is to (1) encourage consistent engagement with the course materials, (2) develop the ability to critically examine themes, key quotes, events, and explanations found in the reading materials, (3) to gain practice identifying what you do not understand, and (4) to gain practice articulating questions that will help you better understand the course material.

Team Meetings/Class Discussions (20%): On most Fridays, students will work together in

small teams to answer a question based on the week's content and then present their findings to the class.

Midterm Exam (20%): This will be a series of take-home questions answered in narrative responses, open-sourced and untimed, based on course materials, your notes, and Reading Journal Entries from the first half of the semester.

End of Semester Project (20%): Students will choose one of three options to produce a final project on a topic of their choice based on course materials.

Pop Quizzes (5%): During the last ten minutes of class on selected days students will take a pop quiz based on your notes from the day's class.

Participation (10%): Participation means consistent engagement with the course reading materials and writing assignments, showing up for each class well-prepared for class discussions, and sharing your questions and ideas with the class.

TOTAL: 100%

Grading Scale

Letter Grade	Number Grade
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
E	59-0

Writing Assessment Rubric

Content

Satisfactory: Writing responds to the topic with evidence and complexity by critically evaluating and synthesizing sources; provides an adequate discussion with basic understanding of sources.

Unsatisfactory: Writing either includes a central idea(s) that is unclear, or off-topic, or provides only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.

Organization and Coherence

Satisfactory: Writing exhibits identifiable structure for topics, including a clear thesis statement and a progression of ideas.

Unsatisfactory: Writing lacks organization, coherence, flow of logic, connection to course materials.

Argument and Support

Satisfactory: Writing engages with course materials, supports claims with evidence, combines generalizations with specific examples from course materials.

Unsatisfactory: Weak generalizations with little or no support; uncritical acceptance or rejection of arguments, debates, and biases; inadequate use of course materials.

Style

Satisfactory: Word choice is consistent with formal academic writing style. Sentence structure is concise and complete. Paragraph structure organizes the content for the reader.

Unsatisfactory: Style does not improve over the semester; informal or inaccurate word choices, incomplete sentences, lack of paragraph structure.

Mechanics

Satisfactory: Assignments are turned in after revision; spelling and punctuation errors are minimal.

Unsatisfactory: Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

See the UF Catalog's "[Grades and Grading Policies](#)" for information on how UF assigns grade points.

Note: A minimum grade of C is required to earn General Education credit.

IV. Course Schedule

Week 1 (MWF, Jan. 13, 15, 17) Introduction, Constitution, Reconstruction

Week 2 (WF, Jan. 22 & 24) (No class Mon., MLK Day) Western Frontier, Victorian Virtues

Week 3 (MWF, Jan. 27, 29, 31) Industrial Life, Gilded Age, Bounded Freedom

Week 4 (MWF, Feb. 3, 5, 7) Progressive Era

Week 5 (MWF, Feb. 10, 12, 14) Empire and Great War

Week 6 (MWF, Feb. 17, 19, 21) Prohibition 1920s

Week 7 (MWF, Feb. 24, 26, 28) Great Depression, New Deal, Fascist Threat

Week 8 (MWF, Mar. 3, 5, 7) Four Freedoms, Fighting Fascism

Week 9 (MWF, Mar. 10, 12, 14) Fighting Communism, Fighting Racism, Fighting the Cold War

Week 10 (MWF, Mar. 24, 26, 28) New Frontier, Great Society

Week 11 (MWF, Mar. 31, Apr. 2, 4) From Nixon to Carter, the 70s

Week 12 (MWF, Apr. 7, 9, 11) Reagan, Bush

Week 13 (MWF, Apr. 14, 16, 18) Clinton, Bush

Week 14 (MW, Apr. 21 & 23) The Recent Past (NO CLASS FRIDAY Apr. 25)

Week 15 - No Classes (Apr. 28 & 30, May 2)

Calendar

Date	Topic	Readings/Preparation	Work Due
January 16, 2025	Constitution, Reconstruction	Hellfire Nation, "Introduction" (p. 1-28) Slavery by Another Name, PBS Documentary (84 minutes) https://www.pbs.org/tpt/slavery-by-another-name/#watch	Reading journal assignments #1 & 2
January 23, 2025	Western Frontier, Victorian Virtues	Hellfire Nation, "PART THREE: Introduction," (217-221) & Hellfire Nation Ch. 8, "Purity and the Woman's Sphere" (222-256)	Reading journal assignment #3
January 30, 2025	Industrial Life, Gilded Age, Bounded Freedom	Hellfire Nation, Ch. 10, "Temperance: Crucible of Race and Class" (281-317), "Street Begging," Harper's Weekly XXI, no. 1047 (Jan. 20, 1877), 42-43. Excerpts from Andrew Carnegie's "The Gospel of Wealth," (1889), 1-9.	Reading journal assignments #5, 6, & 7
February 6, 2025	Progressive Era	Hellfire Nation, Ch. 9, "White Slaves and the Modern Witch Hunt" (257-280), WFC Chapter 2, by Sklar, "Hull House in the 1890s: A Community of Women Reformers" (31-45)	Reading journal assignments #8 & 9
February 13, 2025	Empire and Great War	WFC Chapter 3 by Orleck, "Coming of Age," (49-65), Rudyard Kipling, "Take up the White Man's Burden" (1899), Excerpt of "Report of the Interview [with President McKinley]" (1899), 109-111, Emilio Aguinaldo, "Aguinaldo's Case Against the United States, By a Filipino," in North American Review, Vol. 169 (1899) 425-432	Reading journal assignments #10, 11, 12 & 13
February 20, 2025	Prohibition 1920s	WFC Chapter 6 by Blee, "Women and the Ku Klux Klan," (113-125), Hellfire Nation, Ch. 11, "Prohibition and the Rise of Big Government" (318-344)	Reading journal assignments #14 & 15
February 27, 2025	Great Depression, New Deal, Fascist Threat	Hellfire Nation, "PART FOUR: Introduction" (345-349) & Hellfire Nation Ch. 12, "The New Deal Call to Alms" (350-377), Audio: Franklin D. Roosevelt, "The Philosophy of Social Justice through Social Action," Radio Address from Detroit, Michigan, Oct. 2, 1932, (14:07, skips a bit at 9 minutes) https://www.fdrlibrary.org/utterancesfdr , Audio: Father Charles Edward Coughlin, "Coughlin Denounces New Deal," (3:52), https://www.history.com/speeches/coughlin-denounces-new-deal	Reading journal, assignments #16, 17 & 18

Date	Topic	Readings/Preparation	Work Due
March 9, 2025	Weeks 1-7	Assignments 1-18 and all lectures during weeks 1-7	Midterm Exam
March 13, 2025	Fighting Communism, Fighting Racism, Fighting the Cold War	Hellfire Nation, Ch. 13, "Manifest Destiny and the Cold War" (378-406), Allen W. Dulles, "Brain Warfare: Russia's Secret Weapon; It Explains the 'Confessions' of Captured Americans," U.S. News and World Report, May 8, 1958, 54, 56, 58.	Reading journal assignments #19 & 20
March 27, 2025	New Frontier, Great Society	Hellfire Nation, Ch. 14 "The Sixties" (407-445), WFC Chapter 11, Nickerson, "Moral Mothers and Goldwater Girls," (214-226)	Reading journal assignments #21 & 22
April 3, 2025	From Nixon to Carter, the 70s	Webpage, blog, short videos, public comments: "Hunter S. Thompson Remembers Jimmy Carter's Captivating Bob Dylan Speech," Open Culture (Jul. 18, 2012), https://www.openculture.com/2012/07/hunter_s_thompson_remembers_jimmy_carters_captivating_bob_dylan_speech_1974.html Choose ONE: Either read the transcript of Jimmy Carter's speech https://www.jimmycarterlibrary.gov/sites/default/files/pdf_documents/assets/documents/message_of_justice.pdf OR watch the BBC Documentary on Thompson https://www.youtube.com/watch?v=1INj-0zYHJQ	Reading journal, assignments #23 & 24
April 10, 2025	Plan for Final Project	Relevant course materials	Plan for Final Project
April 17, 2025	Clinton, Bush	Hellfire Nation, Ch. 15, "Modern Morals" (449-492) and Hellfire Nation, "Epilogue" (493-497)	Reading journal assignment #25
April 28, 2025	Final Project	Relevant course materials	Final Project

V. University Policies and Resources

Attendance 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 accommodation

Students 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.

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.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 <http://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <http://gatorevals.ua.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 Joseph Spillane (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; 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](tel:352-392-1161).
- University Police Department: <http://www.police.ufl.edu>; [352-392-1111](tel:352-392-1111) (911 for emergencies).

Academic Resources

- E-learning technical support: 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/>.