

AMH 2020: United States Since 1877

Summer B 2025 (3 credits)

I. General Information

Meeting days and times: Monday, Wednesday period 5 (2:00 PM – 3:15 PM) on Zoom; Online video lectures

Class location: Online

Instructor:

Name: Dr. Licinio Nunes de Miranda (Dr. Miranda)

Office Building/Number: Online

Phone: (352) 392-0271

Email: liciniomiranda@ufl.edu

Office Hours: Wednesday 9:30 AM – 12:30 PM

Course Description

In this online 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.

The lectures will be recorded and posted on Canvas (a.k.a., e-Learning), and the class will meet with the course instructor twice every week (see “Meeting days and times” above) on Zoom to discuss topics and readings according to the Calendar (see “IV. Calendar” below). Each lecture will last in average 60 to 75 minutes.

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.

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

Course Materials

- *American Yawp* Textbook (freely available on web: <https://www.americanyawp.com/index.html>)

Materials will be available through the following means:

The *American Yawp* textbook is available for free online. All other readings will available through Canvas and web links in the syllabus.

Materials Fee: \$0.00

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.

General Education SLO	Course Objective Alignment	Assessment
Content	Outcomes 1-4	All discussions, essays, homework assignments, and exams offer opportunities for students to demonstrate content knowledge.
Critical Thinking	Outcomes 1-4	All discussions, essays, homework assignments, and exams offer opportunities for

		students to demonstrate critical thinking skills.
Communication	Outcomes 1-4	All discussions, essays, and homework assignments offer opportunities for students to demonstrate communication skills.

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 (all on-line)

First midterm exam (30%): The exam will be based on short answers, essays, and/or multiple-choice format, compelling the student to demonstrate a detailed and specific knowledge of the topics covered in class. The midterm exam will occur on July 18.

Final Exam (30%): The exam will be based on short answers, essays, and/or multiple-choice format, compelling the student to demonstrate a detailed and specific knowledge of the topics covered in class. The final exam will occur on August 8.

Essay (20%): It is worth 20% of the final grade and the student's essay and its formatting must abide by the guidelines and requirements provided on Canvas. Students will employ both primary and secondary sources. The essay is due on August 1.

Quizzes (10%): Students will take two quizzes during the course, which are worth 5% each (or 10% combined) of the final grade. Their purpose is to ensure that students are continuously engaged throughout the course and prepared for both exams. The first quiz will occur on July 11, while the second quiz will occur on August 4.

Participation (10%): Students are expected to engage in class discussions by making and answering questions, debating, and sharing opinions, especially regarding the weekly readings. The students must submit a two-page long response paper based on weekly readings every week. Participation is worth 10% of the final grade. Students who are often late or miss class will be penalized. Students are permitted one unexcused absence without penalty, though they are still required to complete all discussion section homework. After the first unexcused absence, each subsequent unexcused absence will result in a one-point deduction from your overall course grade. Every two late arrivals to a discussion section count as one unexcused absence. Students will not be penalized for university-excused absences; see [UF's excused absence policy](#).

TOTAL: 100%

Grading Scale

Letter Grade	Number Grade
A	100-93

Letter Grade	Number Grade
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

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.

Assignment Deadlines, Submission Instructions, Student Conduct, and Related Policies

Instructions for Submitting Written Assignments. All written assignments must be submitted as Word documents (.doc or .docx) through the "Assignments" portal in Canvas by the specified deadlines. Do NOT send assignments as PDF files.

Extensions & Make-Up Exams. Only the course instructor can authorize an extension or make-up exam, and all requests must be supported by documentation from Student Health Services, the Disability Resource Center, or the Dean of Students Office. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies; see: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Late Submissions. Unless an extension is granted on the basis of university policy, the essays will incur a 10-point penalty for every day they are late, and section homework will receive a grade of zero (F) if submitted after the deadline.

Canvas (a.k.a., e-Learning)

Class announcements will be made through Canvas announcements, and all papers **must** be turned in through Canvas. Class handouts, lecture slides, assignment rubrics, readings, study guides, a writing sample, and a copy of this syllabus will be stored on our Canvas site. Check your Canvas inbox daily and read all Canvas announcements from AMH 2020. If you are having trouble accessing our Canvas site, please notify the course instructor promptly.

Technology in the Classroom

To respect a wide range of learning styles, I will permit the use of tablets and laptops in class so long as they do not distract you or your fellow students. However, abuses of this technology

policy will be taken seriously. Students disrupting the lecture may be asked to leave, and anyone caught using tablets or laptops for purposes unrelated to the course during a discussion section will receive an unexcused absence and a failing participation grade for that meeting. No computers or laptops are allowed on exam days, and those who repeatedly violate the technology policy will be barred from bringing laptops and tablets to class. Cellphones should be turned off.

Class Communication Policy

The best way to get in contact with your course instructor is through our UF emails, listed on the front page of the syllabus, and we will do our best to reply within one business day. Please note that we will not answer emails at night, over weekends, or during university-scheduled holidays, so questions and requests emailed the night before an examination or deadline will likely go unanswered until after the assessment.

Assignment Support Outside the Classroom

You are welcome to come to regular office hours or to schedule an individual appointment with your professor or TA. When needed, I also encourage you to seek support from:

1. Writing support from the [University of Florida Writing Studio](#) (2215 Turlington Hall),
2. Wellness and time management resources from [GatorWell Health Promotion Services](#).
3. Crisis and hardship support programs offered by the [Dean of Students Office](#).
4. The online writing guides published by the [University of North Carolina Writing Center](#).

IV. Calendar

Date	Topic	Readings/Preparation	Work Due
June 30– July 3	Race and Freedom after Reconstruction, 1877–1900; Capital and Labor, 1870–1900; The West, 1870–1900	Lectures: <i>American Yawp</i> : - Ch.15 Reconstruction [p. 402-434] - Ch. 16 Capital and Labor [p. 1-27] - Ch. 17 The West [p. 28-55] Discussion section: <i>American Yawp</i> : - Jourdon Anderson writes his Former Enslaver, 1865 [p. 287-288] - Mississippi Black Codes, 1865 [p. 291-293] - Frederick Douglass on Remembering the Civil War, 1877 [p. 300-301] - Andrew Carnegie, “Wealth,” 1889 [p. 14-15] - George Engel, Address by a Condemned Haymarket Anarchist, 1886 [p. 16-18] - Mark Twain, The Gilded Age, 1873 [p. 19-20] - Helen Hunt Jackson, from a Century of Dishonor, 1881 [p. 43-44]	Response paper

Date	Topic	Readings/Preparation	Work Due
July 7–July 11	Life in Industrial America, 1890–1918; Political Realignments, 1890–1910; American Empire, 1865–1902	Lectures: <i>American Yawp</i>: <ul style="list-style-type: none"> - Ch. 18 Life in Industrial America [p. 56-81] - Ch. 19 American Empire [p. 82-108] Discussion section: <i>American Yawp</i>: <ul style="list-style-type: none"> - Frederick Law Olmsted, Proposal to Bouffal Park Commissioners, 1888 [p. 54-56] - Jacob Riis, “How the Other Half Lives,” 1890 [p. 57-60] - Richard Fox, “Coney Island Frolics,” 1883 [p. 61-63] - Alex Manley and the 1898 Wilmington Race Riot [p. 64-65] - Ida B. Wells, “False Accusations, from a Red Record,” 1895 [p. 52-53] - The People’s Party Platform, 1892 [p. 18-22] - William Jennings Bryan, “Cross of Gold,” 1896 [p. 66-67] - Congressional Speeches on Imperialism, 1900 [p. 69-72] - The Platt Amendment, 1901 [p. 73-74] - William McKinley, “Decision on the Philippines,” 1900 [p. 75-76] 	Response paper; First quiz on July 11 ;
July 14–July 18	The Progressive Era, 1890–1916; World War I and Its Aftermath, 1914–1919; The New Era, 1920–1929	Lectures: <i>American Yawp</i>: <ul style="list-style-type: none"> - Ch. 20 The Progressive Era [p. 109-139], - Ch. 21 WWI and Its Aftermath [p. 140-162] - Ch. 22 The New Era [p. 163-191] Discussion section: <i>American Yawp</i>: <ul style="list-style-type: none"> - George Waring, “Sanitary Conditions in New York,” 1897 [p. 81-82] - John Spargo, “The Bitter Cry of the Children,” 1897 [p. 83-84] - New York Times, “Review of Opening Night at Coney Island,” 1904 [p. 85-86] 	Response paper; midterm on July 18

Date	Topic	Readings/Preparation	Work Due
		<ul style="list-style-type: none"> - Chicago Defender, "Letters from the Great Migration," 1917 [p. 87-90] - Abrams v. U.S. (1919) [p. 91-92] - Woodrow Wilson, "The Fourteen Points," 1917 [p. 93-95] - "Petting and the Campus," 1925 [p. 99-100] - Immigration Law, 1924 [p. 101-102] - The Creed of the Klanswomen, 1924 [p. 103-104] 	
July 21– July 25	The Great Depression, 1929–1936; The Coming of World War II, 1920–1941; World War II at Home and Abroad, 1939–1945;	<p>Lectures: <i>American Yawp</i>:</p> <ul style="list-style-type: none"> - Ch. 23 The Great Depression [p. 192-224] - Ch. 24, World War II [p. 225-256] <p>Discussion section: <i>American Yawp</i>:</p> <ul style="list-style-type: none"> - Bob Stinson, "Flint Sit-Down Strike," 1936 [p. 105-107] - Father Coughlin, "A Third Party," 1936 [p. 108-110] - Meridel Le Sueur, Women on the Bread Line, 1932 [p. 111-112] - Mrs. Henry Weddington, "Letter to President Roosevelt," 1938 [p. 113-114] - Charles Lindberg, "America First," 1941 [p. 157-158] - A. Philip Randolph, "Why Should We March?" 1942 [p. 159-160] - Franklin D. Roosevelt, Executive Order No. 9066, 1942 [p. 163-164] - Korematsu v. U.S. (1944) [p. 161-162] - Harry Truman announces the Atomic Bombing of Hiroshima, 1945 [p. 168-170] 	Response paper;
July 28– Aug 1	The Cold War, 1945–1953; Affluence and Anxiety, 1954–1968;	<p>Lectures: <i>American Yawp</i>:</p> <ul style="list-style-type: none"> - Ch. 25 The Cold War [p. 257-287] - Ch. 26 The Affluent Society [p. 288-313] <p>Discussion section: <i>American Yawp</i>:</p>	Response paper; essay on August 1

Date	Topic	Readings/Preparation	Work Due
		<ul style="list-style-type: none"> - George Kennan, "Containment," 1947 [p. 171-173] - Joseph McCarthy, Speech in Wheeling, WV," 1950 [182-183] - The Truman Doctrine, 1947 [177-178] - Richard Nixon on the American Standard of Living (1959) [205-207] - Brown v. Board [p. 203-204] - MLK, "Letter from Birmingham Jail" [p. 205-208] - Rosa Parks on Life in Montgomery [p. 212-214] - "In the Suburbs" (1957) [p.216] 	
Aug 4–Aug 8	The Sixties, 1960–1969; Nixon to Reagan and Beyond, 1970–2000	<p>Lectures: <i>American Yawp</i>:</p> <ul style="list-style-type: none"> - Ch. 27 The Sixties [p. 314-342] - Ch. 28 The Unraveling [p. 343-375] - Ch. 29 The Triumph of the Right [p. 376-410] <p>Discussion section: <i>American Yawp</i>:</p> <ul style="list-style-type: none"> - Lyndon Johnson on Voting Rights and the American Promise (1965) [p.220-222] - George M. Garcia, Vietnam Veteran, Oral Interview (1969/2012) [p.228-231] - Nixon Announcement of China Visit (1971) [p.247-248] - Gloria Steinem on Equal Rights for Women (1970) [p.254-256] - Jimmy Carter, "Crisis of Confidence" (1979) [p.251-253] - First Inaugural Address of Ronald Reagan (1981) [p.263-264] 	Response paper; second quiz on August 4 ; final exam on August 8

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.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 Dr. Nina Caputo (ncaputo@ufl.edu, 352-273-3379). 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.
- University Police Department: <http://www.police.ufl.edu>; 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/>.