

AMH 2020: Syllabus and Course Schedule

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Office Hours (by Zoom): Wednesday 2:00 to 4:00 P.M.

Or by appointment

Course Description

This American History course covers the history of the United States from Reconstruction to the present time. We will pay particular attention to themes of race and civil rights, imperialism, industrialization, labor and social reform, immigration, government power, women's rights, political movements, national culture, and America and the World.

We will be learning about how different people saw events and examining what contributed to divergent opinions. We will engage with a variety of different assignments and course materials in order to critique, analyze, and better understand the various ways history can be conveyed.

It is important that you keep up with both the assigned readings and online lectures as they supplement, rather than duplicate each other.

Social and Behavioral Sciences and Diversity

This course satisfies the Social and Behavioral Science Gen-Ed Credit at the University of Florida. 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, 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 means 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 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 U.S. 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.

Objectives

By the end of the course, students will be able to:

1. Explain why Reconstruction set up all of American history from that point on.
2. Explain how and why American society industrialized during the late 19th century
3. Explain the causes & consequences of urbanization.

4. Explain why racial, ethnic, & gender divisions arose in American society from 1877 to the start of World War I.
5. Explain how & why the federal government increased its authority & power in the years following World War I.
6. Show when & why a mass national culture emerged.
7. Explain how World War II fundamentally changed America.
8. Show how the Cold War started & why it lasted so long.
9. Explain why the Civil Rights movement occurred & how it reshaped American society.
10. Show how and why the United States got involved in Vietnam and how that war shaped domestic events.
11. Explain the rise of conservatism in the last quarter of the 20th century.
12. Show how the Cold War ended and the effects of this on both the United States and the rest of the world.

Students will also know how to:

1. Explain the difference between primary and secondary sources.
2. Understand how to evaluate sources.
3. Put primary sources in conversation with the issues of their times.
4. Place historical events, themes, and issues in conversation with current times.
5. Develop a deeper understanding of the diversity of the American experience.

Readings

We will be using the free online textbook *The American Yawp*, available here: <http://www.americanyawp.com/index.html> (Links to an external site.). If you prefer a hard copy of the textbook, it is also available for purchase.

In order to facilitate active learning, we will be using **Perusall** to annotate primary source and supplemental readings (you do not need to comment on the textbook though I reserve the right to change that if I get the sense that many are not doing the readings).

You should access Perusall through the Canvas page for this course using the link in the course menu on the left. This will take you to the Perusall page for this class. Once there you will see the list of assignments.

You are also required to purchase or rent two additional monographs that will provide greater depth and timely perspective into pressing history and contemporary issues. Please note that these works are not “novels,” but rather works of historical non-fiction. I urge you to check out Amazon or other used book options to purchase the works at a reduced rate. If you do choose used books, remember to order in advance as delivery can take several weeks. The two textbooks are:

1. Danielle McGuire's *At the Dark End of the Street: Black Women, Rape, and Resistance---A New History of the Civil Rights Movement from Rosa Parks to Black Power*, Vintage Press, 2011.
2. John M. Barry, *The Great Influenza: The Story of the Deadliest Pandemic in History*, Penguin Books, 2005.

Modules

This course is constructed around 17 modules that are mostly chronologically and somewhat thematically organized. Each module has objectives to guide you in your learning, lectures, a textbook chapter (with the exception of modules 5 and 8), a quiz. Moreover, some modules have a short packet of primary sources that you will read and comment on through perusall. Other modules will have other assigned material, such as podcasts, documentaries, and readings from our two monographs. For these weeks, you will be asked to turn in other assignments as specified on the corresponding module. I recommend completing modules in the following manner:

- Go to the module page and read the objectives
- Watch the lectures
- Read the textbook on Perusall or the American Yawp website
- Take the quiz to check your understanding
- If that week has a primary source assignment, go to Perusall to read and comment on the primary sources. Pay attention to my guiding questions for each. If that week as an alternative assignment, complete that through the guided directions.

Grades and Assignments

Grade and Distribution Scale

Your grade for this course will be determined in the following manner:

Assignment/Group	Points/Percent
Quizzes	150 (15%)
Participation	150 (15%)
Journal Entries	200 (20%, 5% each)
Pandemic of 1918 Creative Writing and Research Assignment	150 (15%)
Civil Rights Museum Exhibit Proposal	150 (15%)
Timeline and Essay	200 (20%, 10% each)

Grades will be assigned according to the following scale:

	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
E	<64				

Only course grades of C or better will satisfy Gordon Rule, general education, and college basic distribution credit.

Quizzes

For each module, there is a brief quiz based on the textbook and lectures to check your knowledge. There are 16 total quizzes, one for each module with the exception of module 17, which does not have one. Your lowest score will be dropped at the end of the semester.

Participation

You will earn participation points through your comments and discussion on Perusall. On Perusall, I have uploaded corresponding primary sources and or articles you will read as you work your way through the various modules. You should review them, think critically about their author, message, and argument, and then ask questions, make comments, challenge their perspective, etc. You also must engage with the comments and questions of your classmates in order to receive complete credit.

Journal Entries (4)

Throughout the course, you will be asked to respond to a series of critical thinking questions that correspond with a specific module, issue, or era. Your responses should be thoughtful, offer an argument, and include supporting evidence from the textbooks, primary sources, lectures, and other assigned class material. You are also required to engage with your classmates' responses in order to receive full credit.

[Influenza Pandemic of 1918 Project](#)

After reading John M. Barry's *The Great Influenza*, you will research life during the Pandemic of 1918 and create your own invented historical figure. Based on your research, you will write a historically plausible life story for your character. You will then be asked to write four to five journal/diary or letters from the perspective of your historical figure documenting how they experienced the Pandemic.

Civil Rights Virtual Museum Exhibit

After reading Danielle M. McGuire's *At the Dark End of the Street*, you will design your own proposal for a civil rights virtual museum exhibit based upon the arguments, evidence, and themes put forth in her book. The work illuminates a virtually unknown aspect of the movement: black women's gender-specific attack on Jim Crow and white supremacy. It will be your job to creatively and analytically decide how you will re-tell this narrative to the general public by developing a museum exhibit proposal via the Microsoft office Application: Microsoft Sway.

Timeline & Essay

Instead of a final exam, you will be constructing a timeline around a chosen theme and writing an essay explaining the choices you made. The choices of themes are Civil Rights, American Empire, Social Reform, America and the World, Political Movements and Allegiances. If you would like to do it on a different theme, feel free to reach out and discuss it with me.

I recommend selecting your topic early and so you can begin work on it early. It will benefit you to select your theme at the beginning of the semester and keep notes on the major milestones and events relevant to your topic's evolution over time.

Course Policies

Requirements for course participation, make-up exams and essays, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> (Links to an external site.)

Communications

I can be reached either by e-mail at kaitlynmuchnok@ufl.edu or through Canvas messages. Please be professional in your communications. This is excellent practice for future employment. All e-mail correspondence to the course instructor must originate from your ufl.edu account, have your full name in the body of the e-mail, contain a greeting and subject line, and be clear in its purpose. You can review UF's Netiquette Guide for Online Courses here: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf> (Links to an external site.) (Links to an external site.) While I try to be as available as possible, please do not expect me to be able to respond immediately, especially if you are writing outside of business hours. Expect an answer within 24-48 hours during the workweek.

Since there is no in-class moment to ask questions, I ask that you pose any questions that would be pertinent to the entire class in the relevant class announcement (either for a particular assignment or for that week). This will enable other students to benefit from the answer. **If you email me such questions, I will respond to you by asking that you post it in the announcements.**

If you have a problem with the Canvas system, contact E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml> (Links to an external site.). You can then e-mail me to notify me, including the transaction number from the help desk.

Plagiarism

Be aware of the University's policy on plagiarism. The Internet has made this situation more problematic, but understand that plagiarists will be caught. This is especially problematic in an on-line class such as this. If you have any questions about what constitutes plagiarism, please do not hesitate to ask. All plagiarism offenses will be reported on a Faculty Adjudication Form and forwarded to the Office of Student Judicial Affairs. You may get more information on UF's Judicial Affairs process at <http://www.dso.ufl.edu/judicial/academic.php> (Links to an external site.)

Plagiarism will not be tolerated in this class, as it constitutes intellectual theft and academic dishonesty. If you turn in the work of others and try to pass it off as your own, you will fail that assignment and risk expulsion from the University of Florida. I will give you the guidelines, expectations, and other information regarding the written work in this course, so you really have no reason to cheat. Any possible rewards derived from plagiarism simply don't justify the risk.

Late Work and Sick Policy

Work should be submitted in a timely manner. However, I recognize that life happens and, especially in the present circumstances of COVID and you may require flexibility. If something comes up that is going to prevent you from turning assignments in on time, please contact me. I can give extensions or even make bigger adjustments as needed, but I can't do that if I don't know. If you are sick to the point that completing a module in a timely manner is going to be a problem, please contact me. We can work out something and I can also help you formulate a plan to catch up if you get behind. I am on your side. I know how difficult this time period is for mental and physical health. **Please do not be afraid to ask for leniency if you need it.**

I also recognize that many online students are caretakers for others, whether children, parents, or others. Some work full time. Others have chronic health problems. While the flexibility of the online format is in many ways well suited to such students, the difficulty of taking courses does not go away. Please feel free to let me know early on if you have any of these or other concerns (though you are by no means obligated to do so). **If you are struggling at any time, please feel free to reach out.** The goal is for you to be successful in this class.

University Resources

Disability Services

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. **Students with disabilities should follow this procedure as early as possible in the semester.**

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 352 392-1575; and the University

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/> (Links to an external site.)

Academic Resources

E-learning technical support, 352-392-4357 (option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601.

Career assistance and counseling. <http://www.crc.ufl.edu/> (Links to an external site.)

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

<http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

<http://writing.ufl.edu/writing-studio/> (Links to an external site.)

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaintprocess>

Course 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/> (Links to an external site.). 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/> (Links to an external site.). Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/> (Links to an external site.).

Course Schedule

The schedule below is to help you stay on track. Given the ongoing circumstances, the schedule below is subject to change. Any changes in schedules and deadlines will be announced on Canvas and an updated version will be uploaded.

Week 1:

August 31st to September 4th

Module 1: Reconstruction

Readings: American Yawp textbook chapter 15

Assignments: Read & discuss primary sources on Perusall, Journal Entry 1 due

Week 2:

September 8th to September 11th

Module 2: The West

Readings: American Yawp textbook chapter 17

Assignment: Read & discuss primary sources on Perusall

Week 3

September 14th to September 18th

Module 3: Capital and Labor

Readings: American Yawp textbook chapter 16

Assignments: Read & discuss primary sources on Perusall

Module 4: Life in Industrial America

Readings: American Yawp textbook chapter 18

Assignments: Read & discuss primary sources

Week 4:

September 21st to September 25th

Module 5: Political Realignment

Readings: No textbook or primary source readings for this module.

Module 6: American Empire

Readings: American Yawp textbook chapter 19, primary sources on Perusall

Assignment: Read & discuss primary sources

Week 5:

September 28th to October 2nd

Module 7: The Progressive Era

Readings: American Yawp textbook chapter 20 and articles on Perusall

Assignment: Discuss articles on Perusall + **Journal Entry 2 on 19th Amendment Due October 2nd by 11:59 P.M.**

Week 6:

October 5th to October 9th

Module 8: Roosevelt to Wilson

Readings: No textbook assignment or primary sources, begin John Barry's *The Great Influenza*

Week 7:

October 12th to October 16th

Module 9: World War I

Readings: American Yawp textbook chapter 21, primary sources, finish John Barry's *The Great Influenza*

Week 8:

October 19th to October 23rd

Module 10: The New Era

Readings: American Yawp textbook chapter 22, primary sources on Perusall

Assignment: Read & discuss primary sources + **Influenza Pandemic of 1918 Project due October 23rd by 11:59 P.M.**

Week 9:

October 26th to October 30th

Module 11: The Great Depression

Readings: American Yawp textbook chapter 23, primary sources on Perusall

Assignment: Read & discuss primary sources

Week 10:

November 2nd to November 6th

Module 12: World War II

Readings: American Yawp textbook chapter 24, primary sources

Assignment: Read & Discuss primary sources on Perusall + **New Deal + WWII Journal Entry by November 6th at 11:59 P.M.**

Week 11

November 9th to 13th

Module 13: The Onset of the Cold War

Readings: American Yawp textbook chapter 25, begin Danielle McGuire's *At the Dark End of the Street*

Assignment: Read & Discuss primary sources on Perusall

Week 12:

November 16th to November 20th

Module 14: Affluence and Anxiety

Readings: American Yawp textbook chapter 26, primary sources

Assignment: Read & Discuss primary sources on Perusall + **Journal Entry on Domestic Life in Post War America Due November 20th by 11:59 P.M.**

Week 13:

November 23rd & 24th

Module 15: The Sixties

Readings: American Yawp textbook chapter 27, primary sources, finish Danielle McGuire's *At the Dark End of the Street*

Assignments: Read & Discuss primary sources on Perusall

Week 14:

November 30th-December 4th

Module 16: Nixon to Reagan

Readings: American Yawp chapters 28 and 29

Assignments: *NO Quiz* Read & discuss primary sources on Perusall (both The Unraveling +

The Triumph of the Right) + **Civil Rights Museum Exhibit Proposal due December 4th by 11:59 P.M.**

Week 15:

December 7th to December 9th

Module 17: The Recent Past

Readings: American Yawp chapter 30

Assignments: Read & Discuss primary sources on Perusall

Final Project Due: December 16th, 2020