

# AMH 2020 Syllabus and Course Schedule

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**Fall 2020**

**Instructor: Dr. Elyssa Gage**  
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**Office Hours (by Zoom):**

Wednesdays and Thursdays 12-1 pm (EST) or by Appointment

Join URL: <https://ufl.zoom.us/j/99162717783?pwd=ZUVpZGE4TnZlZbml4bV0NkdtNDhaZz09>

(Note: Clicking the meeting link will add you to the meeting and notify me that someone is waiting.)

## Course Description

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This American History course covers the history of the United States from Reconstruction to the 1960s (the semester is a bit short due to COVID so we will not be covering later periods). We will pay particular attention to themes of race and civil rights, imperialism, industrialization, labor and social reform, immigration, government power, 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 take that up to the present by thinking about how history is commemorated through monuments, movies, museums, and all sorts of sites of memory.

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

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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

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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 19<sup>th</sup> 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.

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 conversations with the issues of their times.
4. Discuss the issues of historical memory and commemoration.

## Readings

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There is no textbook to purchase for this class. We will be using the free online textbook *The American Yawp*, available here: <http://www.americanyawp.com/index.html>, and other readings which I will post. 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.

## Modules

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This course is constructed around 15 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), and a short packet of primary sources. 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 on the American Yawp textbook
- Go to Perusall to read and comment on the primary sources. Pay attention to my guiding questions for each

## Grades and Assignments

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### Grade and Distribution Scale

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

Assignment/Group	Weight
Participation	20%
Exams (15 each)	30%
Monroe and Florence Works Paper	10%
Monument Presentation	20%
Timeline and Essay (10% each)	20%

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.

### Participation

The main place for participation will be the Perusall discussion. While you will get a Perusall score for each reading, I am not synching the Perusall scores to the Canvas grade book. This allows me more flexibility in rewarding improvement (your score will never be lower than the average of your weekly scores, but it might be higher). You should be making at least one comment per source. **Pay attention to the guiding questions on Perusall.**

There will also be discussion boards on monuments and on the themes for the timelines (see below). For the themes, you will post once a week in one of the forums in order to discuss how the material of that week contributes to our understanding of the theme.

## **Monroe and Florence Works Paper**

You will write a paper using the Monroe and Florence Works Today project at Plain Talk History (<https://plaintalkhistory.com/monroeandflorencework/welcome/?u=2>), which examines the history of racially-motivated lynchings.

**Due Date: 2 October**

### **Exams**

There will be a Midterm and a Final exam. They will both be open note and untimed and will include short answer and essay questions. The final will be non-cumulative.

**Midterm Due Date: 23 October**

**Final Due Date: 16 December**

## **Monument Project**

Over the course of the semester, we will be discussing how monuments tell stories, celebrate values, elevate role models. For this project, you will be selecting a monument and examining what it is celebrating and how it does so.

The final deadline for this assignment is **20 November**. You can turn it in early for extra credit.

## **Timeline and 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 Social Reforms, Industrial America, The US as Empire, The U.S. 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.

The final deadline for this assignment is **13 December**. You can turn it in early for extra credit.

## **Course Policies**

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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 [Elyssa.j@ufl.edu](mailto:Elyssa.j@ufl.edu) or through Canvas messages. Please be professional in your communications. 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, and contain your course and section number in the subject line. 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.) 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](mailto:Learningsupport@ufl.edu). <https://lss.at.ufl.edu/help.shtml>. 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. The canvas grade book is set to automatically deduct 3% from late work for every day it is late.

However, I recognize that life happens and, especially in the present circumstances, 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. If you can, provide a Doctor's note. If for whatever reason you cannot, I encourage you to still contact me. We can work out something and I can also help you formulate a plan to catch up if you get behind.

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.** My goal is for you to be successful in this class.

## University Resources

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### Disability Services

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://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](mailto: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](mailto: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

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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/public-results/>.

## Course Schedule

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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.

### **31 August-4 September – Module 1: Reconstruction**

Readings: American Yawp textbook chapter 15, primary sources  
AHA Roundtable on monuments

### **7-13 September – Module 2: The West**

Readings: American Yawp textbook chapter 17, primary sources  
[Monuments Discussion](#)

### **14-20 September – Module 3: Capital and Labor**

Readings: American Yawp textbook chapter 16, primary sources

### **21-27 September - Module 4: Life in Industrial America**

Readings: American Yawp textbook chapter 18, primary sources, Monroe and Florence Work Parts I and II

### **28 September - 4 October – Module 5: Political Realignments**

Readings: Primary sources, Monroe and Florence Work Parts I and II

**2 October: [Monroe and Florence Work](#) Reflection Due**

### **5-11 October – Module 6: American Empire**

Readings: American Yawp textbook chapter 19, primary sources

### **12-18 October – Module 7: The Progressive Era**

Readings: American Yawp textbook chapter 20, primary sources

### **19-25 October – Module 8: Roosevelt to Wilson**

Readings: Only primary sources

**25 October: Midterm Exam Due**

**26 October - 1 November – Module 9: World War I**

Readings: American Yawp textbook chapter 21, primary sources

**2-8 November – Module 10: The New Era**

Readings: American Yawp textbook chapter 22, primary sources

**9-15 November – Module 11: The Great Depression**

Readings: American Yawp textbook chapter 23, primary sources

**16-22 November – Module 12: World War II**

Readings: American Yawp textbook chapter 24, primary sources

**20 November – Final Deadline for [Monument Project](#)**

**23-29 November – Module 13: The Onset of the Cold War**

Readings: American Yawp textbook chapter 25, primary sources

**30 November - 6 December – Module 14: Affluence and Anxiety**

Readings: American Yawp textbook chapter 26, primary sources

**7-13 December – Module 15: The Sixties**

Readings: American Yawp textbook chapter 27, primary sources

**December 13: Final Deadline for [Timeline](#) and [Essay](#)**

**December 16: Final Exam Due**