AMH2020 | Course Orientation

Contact Information

Instructor Name	Dr. Jeffrey Jones, Ph.D.
Phone Number	352-273-1043 (leave my appointment only please)
Email	Use the Canvas Inbox (look for the blue Canvas mess). Expect a response within 24 hours.
Office Hours	By appointment (online through **Zoom Conference**). Will located in the Canvas organizational area.
Teaching Assistant(s)	Morgan Green, mgreen@ufl.edu Kaylee Jones, kaylee.jones@ufl.edu
Credit Hours	3

Course Information

AMH2020 (U), History since 1877 will survey the social, political and cultural history of the United States from Reconstruction to the present. The purpose of this course is to learn about the past, but also to develop skills of critical thinking, reading, and writing. Students will be expected to read primary and secondary sources, analyze them, including the diversity of the American people, and set ideas/ideologies in context of class time to assembling their ideas into coherent, well-written essays. Students will be expected to demonstrate knowledge of the U.S. History since 1877 by writing three essays, and taking two quizzes and two exams. Students will be expected to relate their relationship to the diverse culture, attitudes, and norms that have created cultural differences in the United States.

Course Description

This course uses lectures and introduction to key literature, terminology and methodologies of the social and behavioral sciences. Students will learn to identify, analyze, and explain social institutions, social structures, and social behaviors and interactions. Students will learn how to use the sociological perspective to analyze and critique existing technology policy, political methods. In addition, course readings will model three types of social science analysis. Over the course of the semester, will not only study the past but also the ways a variety of ethical orientations influence our understanding of the past, as well as the intellectual and social decisions of historical actors.

Course Objectives

By completing this course students will be able to:

- Identify and explain the ways in which gender, class, and race have shaped our past. (Module 1-14)
- Explain how the American or American ideals have shaped our past. (Module 1-14)
- Explain how and to American society industrialized during the late 19th Century. (Module 1-3)
- Explain the causes & consequences of urbanization. (Module 3)
- Explain the causes of the Great Depression, & explain why it lasted so long and how it ended. (Module 7-8)
- Explain why & why the federal government increased its authority & power in the years following World War I and World War II. (Module 7-8)
- Explain the causes of the Civil Rights Movement, & explain why it was successful. (Module 9-10)
- Describe how the Cold War started & who it started as long. (Module 12)
- Describe how the Cold War ended & explain why it ended in the manner it ended in course. (Module 14)
- Discuss how and why the United States got involved in Vietnam and how that involvement ended. (Module 12-13)
- Describe the role of conservatism in the last quarter of the 20th century. (Module 13)
- Discuss how the Cold Warriors and the effects of the Cold War on United States and the rest of the world. (Module 14)

Course Requirements

Required textbook

The American Nasal Pitch textbook & free online at https://www.american-nasal.com/ v1 !

Other required readings are available at no cost through Canvas.

Prerequisites

There are no prerequisites for this course.

Minimum technology requirements

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to his/her degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Windows 7
- Windows 10
- Broadband connection for the Internet and related equipment (Cable, DSL, modem)
- Microphone and speakers (headset recommended)

Individual software, more additional requirements or recommendations, which students should review prior to the start of their program.

Minimum technical skills

To complete course work in this course, you will need a basic understanding of how to operate a computer and how to use the Internet.

Materials/Supply Fees

There is no supply fee for this course.

Honorlock

Honorlock is an online proctoring service that allows students to take exams on demand 24/7. Fees are not required for Honorlock.

You will need a laptop or desktop computer with a webcam, a microphone, and a stable Wi-Fi connection and microphone can be either integrated or external USB devices.

Honorlock requires that you use the Google Chrome browser, the Honorlock extension + must be added to Chrome.

For further information, FAQs, and technical support, please visit Honorlock. +

Zoom

Zoom is an easy to use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants.

You can find resources and help zoom at https.//ufl.zoom.us/ +

Civic Literacy Requirement

Beginning Aug. 1, 2021, students entering the University of Florida must satisfy the State of Florida's Civic Literacy requirement. In accordance with this requirement, AMH-2020 must include a course component that addresses discussions. To facilitate this, we have created a five-discussion sections each week. to be held on Zoom, their meet times are listed in the Zoom section of this syllabus. Students will be required to attend one of these discussions each week. Students who do not attend one of these sections, students may participate in an alternative discussion (based on the discussions in lists of the zoom meeting that week. By the end of the semester, students shall have participated in a discussion sections in each.

For more information on the Civic Literacy Requirement, see undergraduate catalog +

Social and Behavioral Sciences and Diversity Credit

General Education Objectives for Social and Behavioral Sciences and Diversity

This course satisfies the Social and Behavioral Sciences Gen-Ed Credit at the University of Florida. Social and behavioral sciences courses provide instruction in the theory, literature, pedagogy, methodology, and underlying physical or methodological used in the social and behavioral sciences. Students will learn to identify, describe and explain the ways in which gender, class, and race have shaped our past. Students will learn how to use the sociological perspective to analyze and critique existing technology policy, political methods and political ideologies and institutions. Students will learn how to use the sociological perspective and group dynamics, as well as the creation of institutions, systems and human behavior. Students will learn how to use the sociological perspective to analyze individual and societal decisions.

General Education: Student Learning Outcomes for Social and Behavioral Sciences and Diversity

Category	Definition	Course Art
CONTENT	Knowledge of the concepts, principles, theories, and methodologies used within the historical and sociological perspective	Students will demonstrate competence in the terminology, concepts, methodologies and theories used within the historical discipline. Students will also discuss the ways in which gender, class, and race have shaped the past of American society within the United States. Students will be assessed via: Weekly Interactive Readings, Personal Discussions, Exams, and Final Project.
COMMUNICATION	Communication is the development and expression of ideas in well-reasoned, persuasive and clear forms.	Students will communicate knowledge, ideas, and reasoning clearly and effectively in written and in oral forms appropriate to the historical discipline. Students will be assessed via: Weekly Interactive Readings, Personal Discussions, Exams, and Final Project.
CRITICAL THINKING	Critical thinking is characterized by the comprehension and use of ideas to form a coherent, distinct, and accepting or Demonstrating an understanding of ideas.	Students will be assessed via: Weekly Interactive Readings, Personal Discussions, Exams, and Final Project.

Course Policies

Requirements for make-up tests, assignments, and other work in this course are consistent with university policies that can be found at undergraduate catalog academic regulations and requirements +

As this is an online class you are responsible for observing all posted due dates, and are encouraged to be self-motivated and responsible to your learning.

Collaboration

While all Perusall assignments (Readings and Interactive video lessons) are designed to be collaborative in nature, all other assignments are to be completed on your own. All essays and projects are to be completed independently and not from original sources.

Grading Policy

I will make every effort to have such assignments graded and posted within one week of the due date.

- Interactive Readings (Perusall), Interactive Video Lessons (Perusall), and Lecture are due on Thursday nights before midnight.
- Primary Source Interactive Readings are due on Sunday before midnight weeks 3 Week 14.
- Check Canvas Announcements weekly for Reflection Pop Exams, and Final Project deadlines.

Course Grading Policy

Type of Assignment/Activity	Percentage of Final Grade
Primary Source Discussions (Perusall)	15%
Interactive Video Lectures (Perusall)	5%
Interactive Textbook Readings (Perusall)	5%
Exam 1	15%
Midterm Exam	20%
Final Exam	25%
Pop Exams (Pop Quiz)	15%

Grading Scale

Percent	Grade	Grade Points
97-100	A	4.00
93-96	A-	3.67
87-89	B+	3.33
83-86	B	3.00
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	1.00
60-62	D-	0.67
0-59	E	0.00

See the current UF grading policies for more information.

Interactive Readings and Lectures

Interactive Readings and Lectures make use of the collaborative annotation platform Perusall.

Perusall takes reader readings faster, understand the material better, and get more out of your classes. To achieve this, Perusall uses machine learning algorithms to automatically read the text, and to "see" what students are reading, and recommend them to the most relevant passages personalized will give your classmates questions and notes that prompt richer. While, you can ask more, much better rapid answers to your questions, help others resolve their questions and discuss course material.

You can start by reading assigned Perusall (Perusall) highlighting text, adding a question or commenting on an idea and a reply or comment to an existing thread. Each thread is like a chat with one or more members of your class. Perusall will ask you to rate the difficulty of the assignment, and Perusall will ask you to rate the difficulty and pacing and questions or comments and notes in the assignment.

Research shows that by annotating thoughtfully, you'll learn more and get higher grades, so here's what "annotating thoughtfully" means: Perusall will ask you to read and annotate a few pages of text. Your annotations can be questions or comments, and help others by addressing their questions or comments. To help you comply with plagiarism, you can "mention" a classmate in a comment or question to have them notified by email (they'll also see a yellow notification in their feed). Perusall will also ask you to rate the difficulty of the assignment and the pacing.

For each assignment, you will complete the annotations you submit on the textbook. Based on the overall quality of your annotations, you will receive a score for each assignment as follows:

- 0 = Did not do the assignment. The student has not only done the reading or watched the lecture, but has actively engaged with the material. The student has made at least 10 meaningful annotations (questions, comments, and participated in the discussion in such a way that demonstrates a command of the material.
- 1 = Partially completed. The student has not completed the reading or watched the lecture, but has made annotations and responded to classmates' questions and comments, but the quantity and quality of participation is a long-shot that necessitates a retaining but not meaningful engagement with the material.
- 2 = Completed. The student has completed the reading or watched the lecture material, and the annotations and responses to classmates' questions and comments reflect active engagement with the material. Most of the work/class. The student does not participate in the discussion, or minimally participates but does not demonstrate engagement with the material.
- 3 Exclusive = The student did not turn in an assignment, or the assignment demonstrated only superficial or minimal engagement with the material.

Students who do not use Perusall annotations will be scored, reviewing the note. Keep in remember another deficient in Perusall.

UF Policies

Students Requiring Accommodations Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, disability@ufl.edu) (the providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as earlier as possible in the semester.

University Policies on Academic Conduct

UF students adhere to 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 honesty and integrity by abiding by the Honor Code. On my honor, I will neither give nor receive unauthorized aid in doing academic work and will uphold the principle of honesty in all academic work. I will not lie, steal, or cheat, or tolerate those who do. Students are expected to sign the Pledge on all assignments, examinations, and other academic work. Students who violate the Honor Code may be subject to disciplinary penalties. Furthermore, you are obligated to report any violations that facilitate academic misconduct to appropriate persons. If you have any questions or concerns about your responsibilities under the Honor or Pledge, ask me.

Netiquette and Communication Courtesy

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chat. Please refer to the Judy Grant UF Course in Netiquette Handbook. +

Getting Help

Technical Difficulties

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- https://helpdesk.ufl.edu/ +
- (352) 392-4357 option 1
- Live Chat, 24/7

Please keep in mind that you may be asked to have should be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should e-mail your instructor within 24 hours of the technical difficulty if you need to request a retest.

Health and Wellness

- **U Matter, We Care:** If you or someone you know is in distress, please contact speakup@ufl.edu, 352 392-1575, or visit http://umatter.ufl.edu/ for more information and to report a student who is in need of assistance.
- **Counseling and Wellness Center** Visit counseling.ufl.edu or 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center,** (352) 392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu.
- **Sexual Assault Recovery** Services (SARS) ufl.edu/ or (352) 392-1161 (24 hrs) 3-5 business hours.
- **UF Health Shands Emergency Room** / Trauma Center 1600 SW Archer Road Gainesville, FL 32608, ufhealth.org/emergency-trauma-center, (352) 265-0111.

Academic and Student Support

- **Career Connections Center** (352) 392-1601. Career assistance and scheduling services career.ufl.edu +
- **Library Support** Various ways to receive assistance with research or navigating the library. ask.uflib.ufl.edu/ +
- **Teaching Center,** (352) 392-2010 General studies skills and tutoring teachingcenter.ufl.edu +
- **Writing Studio,** 352 846-1138. Help brainstorming, formulating, and writing papers. writing.ufl.edu/writing-studio/ +

Course Evaluations

Evaluations are provided and encouraged for students to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are confidential and will be available to students at https://evaluations.ufl.edu/results/ +. Students will be notified when the evaluation period opens, and will have approximately two weeks to complete the course evaluations. Summary course ratings are available to students at https://evaluations.ufl.edu/results/ +. Summaries of course evaluation results are available to students. https://evaluations.ufl.edu/results/ +.

Canvas Information

Canvas is where course content, grades, and communication will reside for the course.

- UF Canvas login.
- For Canvas, Perusall, or any other computer-related technical support contact the IT Service Desk +

Tips for Success

Taking a course online can be a lot of fun! Here are some tips that will help you get the most of this course while ensuring a successful and rewarding experience.

- Schedule time to learn! Perusall is an assignment, not the consumption of a textbook quickly. You will need to a reduction in grade for work that is turned in late!
- Log in to Canvas and Perusall at least once a week. There is a lot of helpful information that can save time and help you reach the objectives of the course.
- Print out the Course Schedule located in the Course Syllabus and check things off as you go.
- Be sure to read all of the instructor's feedback on your work. It will be very helpful in what you may need to do to be sure to ask any questions! Waiting to ask a question might cause you to miss a due date.
- Do your work well before the due date. Sometimes things happen. If your computer goes down when you are working on a project due at 11:59 pm, you will not have time to get it to me.
- To be safe, only back up your work to an external hard drive, thumb drive or through a cloud service.

Privacy and Accessibility Policies

For information about the privacy policies of the tools used in this course, see this below:

- Instructure (Canvas)
  - Privacy Policy
  - Accessibility
- Perusall
  - Privacy Policy
  - Accessibility
- Voice Forums (Hypothesis Annotating Video Plays)
  - Privacy Policy
  - Accessibility
- Zoom
  - Privacy Policy
  - Accessibility
- Honorlock
  - Privacy Policy
  - Accessibility

COVID-19 Related Course Information

Your class sessions may be audio-visually recorded for students in the class to review later and for extended absence students who are unable to attend the lecture (who participate with their computer or other suitable image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, you should turn off your video and audio feeds before entering the classroom. Unless permission from your class and participants is obtained, you are agreeing to have their voice recorded. If you are not willing to consent to have your voice recorded, you will need to keep your mute button activated and unmuted only when you want to ask a question or make a comment. Recordings will be made available only to students who are officially enrolled in the course through the University of Florida (in all courses, unauthorized recording and unauthorized sharing of recorded materials are prohibited.

Course Schedule

Date	Details	Due
Tue Jun 28, 2022	Morgan's Civic Literacy Discussion Group	Open to Close
Tue Jun 28, 2022	Morgan's Civic Literacy Discussion Group	Open to Close
Wed Jun 29, 2022	Morgan's Civic Literacy Discussion Group	Open to Close
	Kaylee's Civic Literacy Discussion Group	Open to Close
	Chapter 15: "Reconstruction"	due by 11:59pm
	Chapter 16: "Capital and Labor"	due by 11:59pm
	Quiz 1	due by 11:59pm
Thu Jul 1, 2022	Quiz 2	due by 11:59pm
	Video Module 1: Southern Hibernia, Southern Hospitality	due by 11:59pm
	Video Module 2: Violence, Race, and American History	due by 11:59pm
	Video Module 3: The Gilded Age: Civil Liberties	due by 11:59pm
Fri Jul 2, 2022	Morgan's Civic Literacy Discussion Group	Open to Close
	Kaylee's Civic Literacy Discussion Group	Open to Close
	Primary Source Discussion: Andrew Carnegie, "The Gospel of Wealth" (1889)	due by 11:59pm
	Primary Source Discussion: Jacob Riis, "Lodgers in a Crowded Tenement" (1890)	due by 11:59pm
Sun Jul 3, 2022	Primary Source Discussion: Jacob Riis, "How the Other Half Lives" (1890)	due by 11:59pm
	Primary Source Discussion: Jacob Riis, "How the Other Half Lives" (1890)	due by 11:59pm
	Primary Source Discussion: Frederick Jackson Turner, "The Significance of the Frontier in American History" (1893)	due by 11:59pm
	Morgan's Civic Literacy Discussion Group	Open to Close
Mon Jul 4, 2022	Kaylee's Civic Literacy Discussion Group	Open to Close
	Chapter 17: "The Wars"	due by 11:59pm
	Chapter 18: "Life in Industrial America"	due by 11:59pm
	Quiz 3	due by 11:59pm
Tue Jul 5, 2022	Quiz 4	due by 11:59pm
	Video Module 4: Black Freedom Struggle (1865 - 1870)	due by 11:59pm
	Video Module 5: Populism and the Gilded	due by 11:59pm
	Video Module 6: Temperance and Prohibition	due by 11:59pm
Wed Jul 6, 2022	Morgan's Civic Literacy Discussion Group	Open to Close
	Kaylee's Civic Literacy Discussion Group	Open to Close
	Primary Source Discussion: Frederick Jackson Turner, "The Significance of the Frontier in American History" (1893)	due by 11:59pm
	Primary Source Discussion: Frederick Jackson Turner, "The Significance of the Frontier in American History" (1893)	due by 11:59pm
Thu Jul 7, 2022	Primary Source Discussion: Frederick Douglass, "Lecture on Slavery, Emancipation, and Reconstruction" (1894)	due by 11:59pm
	Primary Source Discussion: Jacob Riis, "How the Other Half Lives" (1890)	due by 11:59pm
	Primary Source Discussion: William Graham Sumner, "Forgotten Man" (1883)	due by 11:59pm
	Primary Source Discussion: Thorstein Veblen, "Conspicuous Consumption" (1899)	due by 11:59pm
	Morgan's Civic Literacy Discussion Group	Open to Close
Fri Jul 8, 2022	Kaylee's Civic Literacy Discussion Group	Open to Close
	Chapter 19: "Reforming Society"	due by 11:59pm
	Chapter 20: "The Progressive Era"	due by 11:59pm
	Chapter 21: "World War I to the 1920s"	due by 11:59pm
	Quiz 5	due by 11:59pm
Sat Jul 9, 2022	Quiz 6	due by 11:59pm
	Video Module 7: World War One	due by 11:59pm
	Quiz 7	due by 11:59pm
Sun Jul 10, 2022	Morgan's Civic Literacy Discussion Group	Open to Close
	Kaylee's Civic Literacy Discussion Group	Open to Close
Mon Jul 11, 2022	Morgan's Civic Literacy Discussion Group	Open to Close
	Kaylee's Civic Literacy Discussion Group	Open to Close
	Primary Source Discussion: Ida B. Wells, "Southern Horrors" (1892)	due by 11:59pm
	Primary Source Discussion: Ida B. Wells, "Southern Horrors" (1892)	due by 11:59pm
	Primary Source Discussion: Ida B. Wells, "Southern Horrors" (1892)	due by 11:59pm
	Primary Source Discussion: Ida B. Wells, "Southern Horrors" (1892)	due by 11:59pm
	Morgan's Civic Literacy Discussion Group	Open to Close
Tue Jul 12, 2022	Kaylee's Civic Literacy Discussion Group	Open to Close
	Morgan's Civic Literacy Discussion Group	Open to Close
Wed Jul 13, 2022	Kaylee's Civic Literacy Discussion Group	Open to Close
	Chapter 22: "Reforming Society"	due by 11:59pm
	Chapter 23: "The Progressive Era"	due by 11:59pm
	Chapter 24: "World War I to the 1920s"	due by 11:59pm
	Quiz 8	due by 11:59pm
Thu Jul 14, 2022	Quiz 9	due by 11:59pm
	Video Module 8: America in the 20s	due by 11:59pm
	Quiz 10	due by 11:59pm
	Video Module 9: World War One	due by 11:59pm

	(Part 1)	
	Video: Module 8: World War One (Part 2)	due by 11:59pm
	Video: Module 7: The Progressive Era (1890-1916)	due by 11:59pm
Fri Jul 16, 2021	Robert's Civic Literacy Discussion Group	11am to 12pm
Sun Jul 18, 2021	Midterm Exam	due by 11:59pm
	Primary Source Document, Chicago Defender, "Letters from the Great Migration," 1917	due by 11:59pm
	Primary Source Document: US Supreme Court, "Abrams v US," 1919	due by 11:59pm
	Primary Source Document: Congressional Speeches on Imperialism, 1900	due by 11:59pm
	Primary Source Document: George Waring, "Sanitary Conditions in New York," 1897	due by 11:59pm
	Primary Source Document: John Spargo, "The Bitter Cry of the Children," 1897	due by 11:59pm
	Primary Source Document: New York Times, "Review of Opening Night at Coney Island," 1904	due by 11:59pm
	Primary Source Document: The Platt Amendment, 1901	due by 11:59pm
	Primary Source Document: William McKinley, "Decision on the Philippines," 1900	due by 11:59pm
	Primary Source Document: Woodrow Wilson, "The Fourteen Points," 1917	due by 11:59pm
Mon Jul 19, 2021	Meagan's Civic Literacy Discussion Group	10am to 11am
Tue Jul 20, 2021	Meagan's Civic Literacy Discussion Group	10am to 11am
Wed Jul 21, 2021	Meagan's Civic Literacy Discussion Group	10am to 11am
	Robert's Civic Literacy Discussion Group	11am to 12pm
Thu Jul 22, 2021	Robert's Civic Literacy Discussion Group	11am to 12pm
	Chapter 22: "The New Era"	due by 11:59pm
	Chapter 23: "The Great Depression"	due by 11:59pm
	Chapter 24: "World War II," sections 1-3	due by 11:59pm
	Quiz 10	due by 11:59pm
	Quiz 11	due by 11:59pm
	Quiz 9	due by 11:59pm
	Video: Module 10: The Great Depression and New Deal (1929-1936)	due by 11:59pm
	Video: Module 11: Peaceseekers, 1920-1940	due by 11:59pm
	Video: Module 11: World War II: Why Did It Happen When It Did?	due by 11:59pm
	Video: Module 9: America in the Jazz Age: The 1920s	due by 11:59pm
	Video: Module 9: Eugenics	due by 11:59pm
Fri Jul 23, 2021	Robert's Civic Literacy Discussion Group	11am to 12pm
Sun Jul 25, 2021	Primary Source Document: Changing Sexual Mores, "Petting and the Campus," 1925	due by 11:59pm
	Primary Source Document: Charles A. Lindbergh, "America First," 1941	due by 11:59pm
	Primary Source Document: Father Coughlin, "A Third Party," 1936	due by 11:59pm
	Primary Source Document: John Berger, Ways of Seeing, 1972	due by 11:59pm
	Primary Source Document: Kellogg-Briand Pact, 1928	due by 11:59pm
	Primary Source Document: Meridel Le Sueur, "Women on the Breadlines," 1932	due by 11:59pm
	Primary Source Document: Mrs. Henry Weddington, "Letter to President Roosevelt," 1938	due by 11:59pm
	Primary Source Document: "Immigration Law," 1924	due by 11:59pm
	Primary Source Document: "The Creed of the Klanswomen," 1924	due by 11:59pm
	Primary Source Document: "The Senate's Declaration of War": Japan Responds to Japanese Exclusion, 1924	due by 11:59pm
Mon Jul 26, 2021	Meagan's Civic Literacy Discussion Group	10am to 11am
Tue Jul 27, 2021	Meagan's Civic Literacy Discussion Group	10am to 11am
Wed Jul 28, 2021	Meagan's Civic Literacy Discussion Group	10am to 11am
	Robert's Civic Literacy Discussion Group	11am to 12pm
	Final Project: Birthday Research Essay	due by 11:59pm
Thu Jul 29, 2021	Robert's Civic Literacy Discussion Group	11am to 12pm
	Chapter 24: "World War II," sections 4-13	due by 11:59pm
	Chapter 25: "The Cold War"	due by 11:59pm
	Chapter 26: "The Affluent Society"	due by 11:59pm
	Quiz 12	due by 11:59pm
	Quiz 13	due by 11:59pm
	Quiz 14	due by 11:59pm
	Video: Module 12: World War II Home Front	due by 11:59pm
	Video: Module 12: World War II in Japan and Europe	due by 11:59pm
	Video: Module 13: The Cold War and the Red Scare	due by 11:59pm
	Video: Module 13: The World the War Made	due by 11:59pm
	Video: Module 14: The Civil Rights Movement	due by 11:59pm
	Video: Module 14: The Civil Rights Movement Continued	due by 11:59pm
Fri Jul 30, 2021	Robert's Civic Literacy Discussion Group	11am to 12pm
	University of Florida GatorEvals - Summer 2021	11:59pm
Sun Aug 1, 2021	Primary Source Document: A. Philip Randolph, "Why Should We March?" 1942	due by 11:59pm
	Primary Source Document: George Kennan, "Containment," 1947	due by 11:59pm
	Primary Source Document: Harry Truman Announcing the Atomic Bombing of Hiroshima, 1945	due by 11:59pm
	Primary Source Document: Joseph McCarthy, "Wheeling, West Virginia Speech," 1950	due by 11:59pm
	Primary Source Document: Ladies' Home Journal, "Young Mother," 1956	due by 11:59pm
	Primary Source Document: Southern Manifesto on Integration, 1956	due by 11:59pm
	Primary Source Document: Student NonViolent Coordinating Committee, "Statement of Purpose," 1960	due by 11:59pm
	Primary Source Document: "Korematsu v United States," 1944	due by 11:59pm
	Primary Source Document: "The Truman Doctrine," 1947	due by 11:59pm
Mon Aug 2, 2021	Meagan's Civic Literacy Discussion Group	10am to 11am
Tue Aug 3, 2021	Meagan's Civic Literacy Discussion Group	10am to 11am
Wed Aug 4, 2021	Meagan's Civic Literacy Discussion Group	10am to 11am
	Robert's Civic Literacy Discussion Group	11am to 12pm
Thu Aug 5, 2021	Robert's Civic Literacy Discussion Group	11am to 12pm
	Chapter 27: "The Sixties"	due by 11:59pm
	Chapter 28: "The Unraveling," sections 1-4	due by 11:59pm
	Primary Source Document: John F. Kennedy, "Inaugural Address," 1960	due by 11:59pm
	Primary Source Document: Lyndon B. Johnson, "Remarks on Decision not to Seek Re-Election," 1968	due by 11:59pm
	Primary Source Document: Nixon Announcement of China Visit, 1971	due by 11:59pm
	Primary Source Document: Statement by John Kerry of Vietnam Veterans Against the War, 1971	due by 11:59pm
	Quiz 15	due by 11:59pm
	Video: Module 15: 1950s and 60s Foreign Policy	due by 11:59pm
	Video: Module 15: The New Left	due by 11:59pm
	Final Exam	due by 11:59pm
Fri Aug 6, 2021	Robert's Civic Literacy Discussion Group	11am to 12pm