

# AMH 2020 -- United States History Since 1877

Instructor: Dr. Adrienne deNoyelles (dee-NOY-elz)

Email: addenoyelles@ufl.edu (or through Canvas)

Virtual Office Hours by appointment: <https://ufl.zoom.us/j/99681109594>

Class meetings via

Zoom: <https://ufl.zoom.us/j/95356509185?pwd=Unp3R0VyVTBsY1ZCb2NMU1BicnpGQT09>

The fastest, most reliable way to contact me is either through Canvas, or through email using your Gatorlink account. You can also use the comments function on Canvas assignments/quizzes, but the notification/response time tends to be a bit slower.

## **COURSE DESCRIPTION:**

This introductory survey course examines major social, economic, and political developments that have shaped the history of the United States from Reconstruction through the late Twentieth Century. We will explore the ways in which different groups of people envisioned America's promise, crafted institutions and policies for realizing those visions, and struggled over how to harvest the rewards. Throughout the course, we will critically examine primary documents and interpretive texts to gain a broader, deeper understanding of past events and how they shaped the world we live in today.

## **COURSE OBJECTIVES:**

Specifically, the objectives of this course are to:

1. Demonstrate knowledge of the key events, people, institutions, and chronology of United States history.
2. Analyze the origins and effects of important historical changes in the geography, politics, economics, and demographics of the United States.
3. Evaluate the ways in which culture and group differences such as race, gender, religion, ethnicity, and socioeconomic status played a part in shaping American society and values.
4. Critically analyze primary and secondary sources in different types of media.
5. Synthesize historical information persuasively, accurately, and coherently in written and oral communication with attention to evidence and historical interpretation.
6. Discuss how issues and events in American history may or may not apply to evaluating contemporary issues and events.

## **COURSE FORMAT/RESPONSIBILITIES:**

This course will be delivered in an online, synchronous format, on a 16-week schedule. This means that instead of attending class on set days/times in person, we will be doing

that virtually via the Zoom links provided. Just as with a face-to-face class, you will be expected to attend and take notes on what is covered in real time; lecture recordings will only be made available in rare instances where I am unable to teach in person. If you miss class and wish to review the material you missed, please schedule a meeting with me during office hours or check in with one of your classmates.

Earning a good-to-excellent grade in this class requires:

- 1) checking announcements and inbox regularly;
- 2) accessing coursework through the modules page (instead of course activity streams or calendar);
- 3) completing the weekly assigned readings;
- 4) regularly participating in Discussion Forum (DF) exchanges;
- 5) preparing for and taking exams on the dates administered (Be aware that quizzes and exams draw from material in readings **AND** lecture);
- 6) reading and applying the personalized feedback I leave you on assignments; and
- 7) reaching out early and often if you have questions/concerns about how you're doing in the class. Please don't hesitate to reach out through email for tips on preparing for assignments, strategies for working through the material, or answers to any class-related questions you may have not covered already in this syllabus.

## **REQUIRED MATERIALS**

**(Available through UF Bookstore and online):**

- **Textbook:** *Give Me Liberty! An American History* by Eric Foner, Vol. 2, Seagull 5th edition)
- **Primary sources:** readings from Eric Foner's *Voices of Freedom*, Vol. 2 (Norton, 5th Edition) and other online sites (available through "Assigned Readings and To-Dos" pages in each module)
- **Essay Assignment:** Judith Poucher, *State of Defiance: Challenging the Johns Committee's Assault on Civil Liberties* (Gainesville: University Press, 2014).

While you are of course free to order from other booksellers, any resulting issues (i.e. shipping delays and/or incompatible versions) will have no bearing on the pre-arranged quiz and due dates for this class. In order to perform well in class discussions and on quizzes, you should complete each module's assigned readings earlier in the week.

## **USING CANVAS**

This course uses Canvas to post course materials, make announcements, administer quizzes, host online discussions, and submit assignments; therefore, an ability to

navigate Canvas is essential to doing well in this course. I highly encourage anyone new to Canvas to check out the Quickstart Guide that UF has made available at <https://elearning.ufl.edu/keep-learning/quickstart-guide-for-students/> ([Links to an external site.](#))

From our AMH2020 class page, this is how you'll access materials each week:

- Click on Modules
- Click on the “Assigned Readings and To-Do’s” page within the current weekly module (available on the home page) for a full rundown of what we're working on.
- To attend class, click on the Zoom Conferences button to the left on the front page of the course, click the link for the course, and enter a passcode if you are prompted to do so. Be sure to use the name you used to enroll, so I can recognize you in the waiting room.

Warning: Do NOT rely solely on your course activity stream that appears on the front page of Canvas! Doing so may cause you to miss important announcements, instructions for how to complete and turn in assignments, and personal feedback on the work you've submitted.

## **COURSE GRADE COMPONENTS**

### **Online Discussion (1, 5%)**

This mini-category contains one assignment, entitled "Introduce Yourself," available through the Week 1 Module.

### **Online Quizzes (~14-15 total, 30%)**

Each of these approximately 14 weekly quizzes will consist of 20 multiple-choice, true-false and short-answer questions based on lectures, the assigned textbook chapter, and primary source for that week. They will be administered online through Canvas. The quizzes will open Thursday morning, and remain open through Saturday evening, when they will close at 11:59 p.m. You will have 30 minutes to take each quiz once you start; you may not close the quiz and come back to it later, and do not submit the quiz until you are sure you are finished. Canvas automatically drops the three lowest quiz grades throughout the term.

### **Essay-writing Assignment (30%)**

Over the course of the term you will research and write an essay responding to a series of questions based on Judith Poucher’s *State of Defiance*. You will receive further instructions on how to prepare for and execute this assignment in class and through Canvas. This essay will be due **Thursday, March 24**, electronically through Canvas, where it will undergo a plagiarism check via Turnitin.

### **Exams (2, 20%, for a total of 40%)**

The midterm will be given **Thursday, February 3**, and the final will be held on **Thursday, April 21**. Both essay exams will be open-book and administered online, and should take no longer than 75 minutes each. **You must take each of these exams in order to pass the course.**

Students are expected to consult Canvas regularly to keep track of all due dates and assignments. Each week's work is contained in a module, so the due dates for the entire course can be seen in the modules.

### **MAKEUP/LATE POLICY**

The availability windows for each assignment (8 am Thursday through 11:59 pm Saturday for quizzes, 8 am through 11:59 pm on exam days) are intended to give students ample time for completing and submitting coursework at their convenience. Once the availability window closes for an assignment, unsubmitted coursework receives a grade of zero. You have three drops for quizzes, which you can draw on as needed throughout the term to cover missed work or low scores. Should you experience an emergency that necessitates flexibility beyond what I'm already providing here, please let me know ASAP and provide documentation of the emergency.

### **EXTRA CREDIT**

Due to the abundant number of opportunities this class offers you on the front end to achieve your academic goals, there are **no** extra-credit projects to supplement or replace the requirements of this course. You are ultimately responsible for fulfilling each of these requirements in a timely fashion, according to the timetable and standards provided in this syllabus. Please don't hesitate to reach out through email for tips on preparing for assignments, strategies for working through the material, or answers to any class-related questions you may have not covered already in this syllabus.

**Grades** will be distributed in accordance with the UF grading scale, shown below.

### **UF GRADING SCALE**

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82

## UF GRADING SCALE

C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	59-below

“Borderline” cases (for example, if a student comes within a fraction of a percent of the next grade category) will be considered based upon the consistent effort and engagement they have demonstrated throughout the course in assignments and class participation.

## WEEKLY SCHEDULE

(All dates are tentative and subject to change. Check Canvas regularly for detailed and up-to-date information about assigned readings, online discussions, quizzes, and other activities for the week.) VF=Voices of Freedom

\* = School holidays fall on Martin Luther King Day (1/17), and Spring Break (3/7-3/13).

WEEK	TOPIC(S)	READINGS	ACTIVITIES DUE
1 (1/5)	Welcome; Getting Started	Purchase books	Syllabus/Canvas quiz; Introduce Yourself
2 (1/10)	Reconstruction	Foner 15; VF #96	Ch. 15 quiz; class discussion
3 (1/17) *	Western Expansion, Gilded Age	Foner 16; VF #103	Foner 16 quiz; class discussion
4 (1/24)	Populism, Jim Crow	Foner 17; VF #110	Ch. 17 quiz; class discussion

# WEEKLY SCHEDULE

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5 (1/31)	Imperialism; Midterm	Foner 17	<b>MIDTERM EXAM (2/3)</b>
6 (2/7)	Progressive Era	Foner 18; Triangle Fire (link in module )	Ch. 18 quiz; class discussion
7 (2/14)	World War I	Foner 19; VF #127	Ch. 19 quiz; class discussion
8 (2/21)	Roaring Twenties	Foner 20; Margaret Sanger (link in module)	Ch. 20 quiz; class discussion
9 (2/28)	Great Depression/New Deal	Foner 21; Huey Long (link in module)	Ch. 21 quiz; class discussion
10 (3/14)	World War II	Foner 22; VF 147, 153	Ch. 22 quiz; class discussion
11 (3/21)	Cold War	Foner 23; Smith speech (link in module)	Ch. 23 quiz; class discussion; <b>ESSAY DUE (3/24)</b>
12 (3/28)	Civil Rights Movement	Foner 24; VF #168	Ch. 24 quiz; class discussion
13 (4/4)	Civil Rights, cont'd; Great Society	Foner 25; VF #175	
14 (4/11)	Turbulent Sixties; Vietnam	Foner 25; Kerry's testimony (link in module)	Ch. 25 quiz; discussion
15 (4/18)	Finishing up; Final Exam		<b>FINAL EXAM (4/21)</b>

This schedule is subject to change. I will notify you in writing of any major changes. If you have any questions about the course requirements, my expectations, your abilities, citing sources, or anything else, please do not hesitate to contact me by email or in person. Most issues can be resolved with the proper allocation of time, so do not wait until the last minute to ask for help.

## **COLLEGE POLICIES ([SPRING 2022](#))**

### **Privacy rights:**

In order to protect your right to privacy in accordance with the Family Educational Rights and Privacy Act (FERPA), your grades and grade-related information must be kept strictly confidential. Grades may only be shared with other people (including the student's family) if the student has given permission in writing. This means I cannot email your grades or grade-related information at any time; additionally, I cannot return an exam or paper to anyone but you.

### **Academic Integrity:**

I expect all coursework you submit to be the product of your own original efforts and ideas, drawing solely upon the material we are exploring in lecture and your assigned sources. Coursework that doesn't meet these expectations will receive grade penalties down to a zero, and, depending upon the severity of the infraction, may result in disciplinary action under the Code of Student Conduct.

I encourage you to come to me if you have any questions about what or what does not constitute plagiarism; ultimately is YOUR responsibility to read and abide by the UF Code of Student Conduct that outlines general guidelines pertaining to academic integrity. For more information, please review UF's Academic Honesty policy at <https://catalog.ufl.edu/UGRD/student-responsibilities/>

## **CRITICAL DATES**

- Drop/Add: **1/5-7, 1/10-11**
- Last day to drop with a refund: **1/28**
- Last day to withdraw with a "W": **4/8**

### **Accessibility Statement:**

UF values diversity and inclusion and is committed to fostering mutual respect and full participation for all students. The Disabilities Resource Center (DRC) facilitates reasonable accommodations for students who encounter disability-related barriers in the learning environment. If you have a disability that may affect your work in this class and think you need accommodations, please contact the DRC to schedule an appointment and start a conversation about reasonable accommodations. Start with visiting the Disabilities Resource Center web site at <https://disability.ufl.edu/>