

## AMH 2020 US History 1877 to Present

AMH 2020. 28798  
Spring 2023  
Day and period: T 8:30-10:25; R 9:35-10:25  
Building and room: LIT 121

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Pugh 230 or Zoom office hours:  
Mon. 4-5 & Tues. 1-3;  
Zoom only: Wed. 2-4

Required Texts:

1. *The American Yawp*. Locke & Wright. <http://www.americanyawp.com/>
2. (The following book is required for your reading responses and essay assignment.)  
Ortiz, Paul. 2005. *Emancipation Betrayed: The Hidden History of Black Organizing and White Violence in Florida from Reconstruction to the Bloody Election of 1920*. Berkeley: University of California Press.

### Course Description:

This course examines the major social, economic, and political developments that have shaped America from 1877 to the present. AMH 2020 is an introductory course designed to expose students to important themes, interpretations, events, and primary sources in U.S. history. In so doing, students should learn how to read, think, engage the topic in discussion, and express ideas in an analytical and well-written manner. The course format will involve lectures and class & Canvas-based discussions. Generally, Tuesdays will involve instructor-led lectures and discussions of topics appearing in the main course text, *The American Yawp*. A portion of class on Thursdays will include discussions of the assigned readings, in *The American Yawp Reader*, *Voices of Freedom: A Documentary History v. 2*, and *Emancipation Betrayed*.

### Course Requirements:

This course will require your best effort, meaning you will attend all lectures and read all the assigned readings in preparation for a given class. Completing the reading assignment prior to class will provide you with background knowledge before we work towards clarity together. Lapses in attendance or reading, however, will seriously diminish your final grade. Students are allowed two unexcused absences, after those absences, every unexcused absence will result in the lowering of your final grade. You will not be able to make up quizzes. Make up exams are only possible in a very select range of circumstances and with prior consultation and approval by the professor.

Exams: Your mid-term and final exam will draw from the readings and my lecture. You will find questions on the exams that I may not have discussed in class, you will be able to answer these questions based on the assigned readings. Exams will consist of multiple-choice, short identification, and essay questions.

Quizzes and reading journal: There will be reading quizzes given throughout the semester. The instructor will drop one of your quiz scores if that helps your final grade. Quizzes are intended to encourage you to read the assigned material for that week. In addition to quizzes, students will submit weekly (200 word or more) responses that include identification of the essential concepts/most provocative ideas in the reading. Students may also include connections within the class readings. Students may consider using one or more of the following prompts for their reading responses: (No need to try to answer all of them each week).

- What the thesis/central themes of this week's reading?
- Do you find anything unclear, confusing, or troubling in the reading this week?
- What historical information do you find most compelling in this chapter/reading?
- What are the contemporary parallels and implications of this week's readings?

Essay Assignment: Compose a 1,500-2000 word or more essay that robustly discusses the laborious work to establish modern notions of citizenship and democracy in America. Your essay will draw on major themes from *Emancipation Betrayed* and our other readings. Your paper should include historical and contemporary analysis.

Grading: Course grades will be determined in the following manner: Attendance and participation-25%, Quizzes 15%, End of Term Essay 20%, Midterm 20%, Final Exam 20%.

Grading scale: A = 100-90; B+ = 89-87; B = 86-80; C+ = 79-77; C = 76-70; D+ = 69-67; D = 66-60; F = 59-0

Classroom Expectations: Courteous and appropriate classroom behavior is always expected, this includes punctuality. Since this class will demand everyone's active engagement, students should avoid such offensive behavior as text messaging, reading newspapers, working on assignments for other classes, talking with neighbors about unrelated matters, coming to class late or leaving before class is over. Also keep in mind that the University of Florida prohibits any form of discrimination or sexual harassment among students, faculty, and staff. For further information, see the Human Resources Policies Webpage on the College's website.

Students with Disabilities: I am committed to accommodating students with disabilities. Please notify me early in the semester if you have a disability and require special accommodations. If you have questions about disability services, please consult the Disability Resource Center website at <http://www.dso.ufl.edu/drp/>.

Academic Honesty: You are welcome to study and discuss topics together. If several of you would like to discuss plans for a given assignment, be sure to come in as a group to include your professor in the discussion. That said, I expect that any graded response, answer, or assignment that you turn in is your work. All work will be loaded in Turnitin and any unoriginal or plagiarism score higher than 20 percent will result in an automatic 0. Other instances of cheating include a student getting their main points from another uncited source.

Finally, no make-ups or extensions will be given for assignments after the scheduled due date. Makeup exams will be permitted only at the discretion of the instructor and require advanced notice and documentation of severe hardship or medical need. Moreover, if they are permitted, they will be given only during finals week. Remember, without exception, late reflection essay papers will be docked ten points a day, and missed quizzes count as a zero.

Class Schedule:

Assignments and dates are subject to change; the instructor will provide advance notice of any change during class time

### **Week One: January 10, 12**

Introduction and Reconstruction

- *The American Yawp* (AY): Chapter 15
- Discussion: AY Ch. 15 Primary Sources-Freedmen discuss post-emancipation life with General Sherman, 1865; AY Ch. 15 Primary Sources-The Mississippi Black Code

### **Week Two: January 17, 19**

Reconstruction continued

- AY: Chapter 15; *Emancipation Betrayed*, Preface, Prologue, & Chapter 1
- Discussion: *Emancipation Betrayed*, Preface, Prologue, & Chapter 1

### **Week Three: January 24, 26**

Legacies of conquest: the North and West

- AY: Chapter 16 and 17
- Discussion: *Emancipation Betrayed*, Chapters 2, 3; (Read one of the following) AY Ch. 17 Primary Sources-Frederick Jackson Turner, *Significance of the Frontier in American History* or AY Ch. 17 Primary Sources-Turning Hawk and American Horse on the Wounded Knee Massacre

### **Week Four: January 31, February 2**

Legacies of conquest cont'd: the New South and abroad

- AY: Chapter 18 section I-IV, 19
- Discussion: *Emancipation Betrayed*, Chapters 4, 5; AY Ch. 18 Primary Sources- (Read two or more, if desired, of the following) Ida B. Wells, "Lynch Law in America;" Andrew Carnegie on "The Triumph of America;" Henry Grady on the New South; Jacob Riis, *How the Other Half Lives*; William McKinley on American

Expansionism; and Mark Twain, "The War Prayer"

**Week Five: February 7, 9**

The Progressive Era and WW I

- AY: Chapter 20 and 21
- Discussion: *Emancipation Betrayed*, Chapters 6, 7; (Instructor will provide) WW I Poetry

**Week Six: February 14, 16**

WW I cont'd and the Great Depression.

- AY: Chapter 23
- Discussion: *Emancipation Betrayed*, Chapter 8; (Instructor will provide) Huey P. Long, Great Barbeque in the Sky or Franklin Delano Roosevelt First Fireside Chat "The Banking Crisis" March 12, 1933

**Week Seven: February 21**

The Great Depression cont'd.

- AY: Chapter 23; *Emancipation Betrayed*, Chapter 9
- Discussion: *Emancipation Betrayed*, Chapter 9

**Midterm Exam February 23**

**Week Eight: February 28, March 2**

World War II

- AY: Chapter 24
- Discussion: AY Ch. 24 A Phillip Randolph and Franklin Roosevelt on Racial Discrimination in the Defense Industry; The Atlantic Charter; FDR, Executive Order No. 9066

**Week Nine: March 7, 9**

World War II cont'd

- AY: Chapter 24
- Discussion: (Instructor will provide) Oral histories

**Week Ten: March 21, 23**

Cold War & The Affluent Society

- AY: Chapter 25 and 26 I-IV
- Discussion: (Read a. or b. of the following) a. (Instructor will provide) Prologue and Chapter 1 of Danielle McGuire's, *At the Dark End of the Street* \*this reading discusses the topic of sexual assault, feel free to choose the other option or talk with instructor if you would prefer to skip over certain pages in reading that may be disconcerting; or b. AYR Ch. 26 Juanita Garcia on Migrant Labor (1952) & (Instructor will provide) a selection from David Halberstam's *The Fifties*

**Week Eleven: March 28, 30**

The Sixties

- AY: Chapter 27
- Discussion: (Instructor will provide) Oral histories & Depositions from the Civil Rights Movement-Mississippi; AYR Ch. 27 Fannie Lou Hamer: Testimony at the Democratic National Convention 1964

**Week Twelve: April 4, 6**

The Sixties cont'd

- AY: Chapter 27, (Instructor will provide) Oral histories from the Civil Rights Movement
- Discussion: AYR Ch. 27 *The Port Huron Statement*; *National Organization for Women, "Statement of Purpose," Women's Liberation March 1970*

**Week Thirteen: April 11, 13**

The Rise of the Right

- AY: Chapter 29
- Discussion: (Instructor will provide) Ronald Reagan's Neshoba County Fair States Rights Speech; AYR Ch. 29 Jerry Falwell on the "Homosexual Revolution" (1981); Pat Buchanan on the Culture War (1992)

**Week Fourteen: April 18, 20**

The Recent Past

- AY: Chapter 30
- End of term class discussion

**Week Fifteen: April 25**

- End of term class discussion, cont'd

**Final Exam: 5/03/2023 @ 3:00 PM - 5:00**

Event	Dates and Deadlines
<b>Classes Begin</b>	<b>January 9</b>
<b>Drop/Add</b> (at or after assigned start time)	<b>January 9 - 13</b>
<b>Withdrawal from All Spring Courses with No Fee Liability</b>	<b>January 13</b>
<b>Withdrawal with 25% Refund</b> (W assigned to all Spring courses)	<b>February 3</b>
<b>Drop Deadline</b> (W assigned to individual course(s). Drops of individual courses must be approved by the student's college)	<b>April 14</b>
<b>Withdrawal Deadline</b> (W assigned to all Spring courses)	<b>April 14</b>
<b>Drop or Add a Course after the Drop/Withdrawal Deadline</b> (students must petition their college with appropriate documentation for approval to drop or add after the deadline)	<b>April 26</b>
<b>Withdraw from All Spring Courses after the Drop/Withdrawal Deadline</b> (students must petition their college with appropriate documentation for approval to withdraw from all courses after the deadline)	<b>April 26</b>
<b>Classes End</b>	<b>April 26</b>
<b>Reading Days</b> (no classes)	<b>April 27 - 28</b>
<b>Final Exams</b>	<b>April 29 - May 5</b>
<b>Final Grades Available</b> (transcript view, on ONE.UF) <sup>3</sup>	<b>May 10</b>
<b>Holidays</b> (no classes)	<b>January 16: Martin Luther King, Jr. Day</b>
	<b>March 11-18: Spring Break</b>

Social and Behavioral Sciences and Diversity Credit General Education:

AMH 2020 satisfies UF’s Social and Behavioral Science Gen-Ed requirement. 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.

Student Learning Outcomes for Social and Behavioral Sciences and Diversity: Content and Skills

Category	Content	Critical Thinking	Communication
<b>Social and Behavioral Sciences</b>	<p>Know key themes, principles and terminology within that discipline.</p> <p>Know the history, theory and/or methodologies used within that discipline.</p> <p>Identify, describe and explain social institutions, structures and processes within that discipline.</p>	<p>Apply formal and informal qualitative and/or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions.</p> <p>Assess and analyze ethical perspectives in individual and societal decisions.</p>	<p>Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the discipline, individually and in groups.</p>
<b>Diversity</b>	<p>Know the roles of social structure and status of different groups within the United States.</p>	<p>Analyze and evaluate your own cultural norms and values in relation to those of other cultures.</p> <p>Identify, evaluate and compare your own social status, opportunities and constraints with those of other persons and groups.</p>	<p>The diversity designation is always in conjunction with another category; Communication outcomes are listed in those categories.</p>

Current Florida state statute stipulates that State University System students “demonstrate competency in civic literacy” to be eligible to graduate. This course, AMH 2020, is one of the courses, POS 2041 being the other, that satisfies this requirement. This course will focus on the topics of democracy, economics, and race, and meet the civic literacy requirement as defined by state statute. As a part of this course, you will be able to demonstrate, “understanding of the basic principles of American democracy and how they are applied in our republican form of government, an understanding of the United States Constitution, knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-governance, and an understanding of landmark Supreme Court cases and their impact on law and society.” These will be embedded in the course content and class discussion.

Student Learning Outcomes (SLOs) for Civic Literacy. Upon completion of AMH 2020 students will be able to:

1. Identify, describe, and explain the historical evolution of the American form of government throughout modern history (Civil War to the present), with attention to the ways citizens and institutions shaped this growth.
2. Identify, describe, and explain the ways in which diverse cultures and beliefs shaped notions of citizenship, the pursuit of justice, the United States Constitution, and its interpretation.
3. Analyze and evaluate how the basic principles of American democracy are applied in our republican form of government have affected the opportunities for and constraints on diverse American populations.
4. Analyze, evaluate, and critically reflect on their own community’s relationships to American democracy, and to the implications of this for their intellectual, personal, and professional development at UF and beyond.
5. Using oral and written forms appropriate to the relevant humanities disciplines incorporated into the course, develop and present clear and effective responses, both written and oral, to essential questions regarding the origins of the American republic and the evolving nature of American democracy in the period from the end of the Civil War to today.