

## AMH 2020: United States Since 1877

Fall 2023

Tuesday, period 4 (10:40 AM – 11:30 AM); Thursday, periods 4-5 (10:40 AM – 12:35 PM) – FLI 0111

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### Syllabus

#### About this Course

This course will cover the history of the United States from the later nineteenth century to the present era. It will explore the major political, social, and economic transformations that occurred since the end of the Civil War (1861-1865), delving into important topics, such as nation-state making, urbanization and migration, civil and labor rights, industrialization, wars, minorities, and integration in the world's economy. The course will study major themes and ideas in the United States' development, including democracy, liberalism, conservatism, nationalism, and imperialism. More importantly, it will analyze the country's continuous struggle to foster and preserve civil rights, seeking to understand racial and social class relations, and social movements in its history. Furthermore, the course will try to understand how the United States became the most powerful country in the world and how this status has affected international relations.

The course is of great interest to new students, regardless of their background, but, more importantly, to those concerned with understanding the country's developments in the recent past decades. It will be taught face to face (that is, in an actual classroom). Students will learn to develop critical thinking, writing, and analytic skills, all of which are integral to their professional development.

#### Lecture Schedule

- First week (Aug 26–Aug 28): Course introduction; Race and Freedom after Reconstruction, 1877–1900.
- Second and third weeks (Sept 2–Sept 11): Capital and Labor, 1870–1900; The West, 1870–1900.
- Fourth and fifth weeks (Sept 16–Sept 25): Life in Industrial America, 1890–1918; Political Realignments, 1890–1910.
- Sixth and seventh weeks (Sept 30–Oct 9): American Empire, 1865–1902; The Progressive Era, 1890–1916.
- Eighth and ninth weeks (Oct 14–Oct 23): World War I and Its Aftermath, 1914–1919; The New Era, 1920–1929.
- Tenth and eleventh weeks (Oct 28–Nov 6): The Great Depression, 1929–1936; The Coming of World War II, 1920–1941.
- Twelfth and thirteenth weeks (Nov 13–Nov 20): No class on November 11; World War II at Home and Abroad, 1939–1945; The Cold War, 1945–1953.
- Fourteenth and fifteenth weeks (Nov 25–Dec 4): Affluence and Anxiety, 1954–1968; The Sixties, 1960–1969; Nixon to Reagan and Beyond, 1970–2000.
- Sixteenth and final week (Dec 9): Recapitulation

## Required Text

The required textbook for this course is The American Yawp (This textbook is free online at <http://www.americanyawp.com>)

Other required readings will be provided by the instructor via the Canvas course site.

## Course Requirements and Grading Policy

There will be two examinations, which are worth 30% each (or 60% combined) of the final grade. The first midterm exam will occur in-class on October 14. The final exam will occur on December 15 (from 12:30 PM until 2:30 PM). Both exams will be based on short answers, essays, and/or multiple-choice format, compelling the student to demonstrate a detailed and specific knowledge of the topics covered in class.

There will be an essay as well, which will be due on November 13. It is worth 20% of the final grade and the student's essay and its formatting must abide by the guidelines and requirements provided on Canvas.

Students will take two quizzes during the course, which are worth 5% each (or 10% combined) of the final grade. Their purpose is to ensure that students are continuously engaged throughout the course and prepared for both exams. Their dates will be random. Lastly, students are expected to engage in class discussions by making and answering questions, debating, and sharing opinions, especially regarding the weekly readings. Participation is worth 10% of the final grade. Students who are often late or miss class will be penalized.

In sum, the final grade will be determined in the following manner:

- First midterm exam – 30%
- Final exam – 30%
- Essay – 20%
- Quizzes – 10%
- Participation – 10%

There are penalties for missing the deadline of the essay. Half a grade will be taken if the student turns in the essay an hour after the deadline. A full grade will be taken if it is turned in within the 24-hour period following the deadline, and the penalty is raised to two full grades in the 24-hour period following that, and so forth.

Any questions about grades can be raised with the instructor. You may request re-grading or dispute a grade up to one week after the assignment has been returned to you or the grade released. For more information, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

## Social and Behavioral Sciences and Diversity Credit

General Education: Objectives for 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.

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

<b>Category</b>	<b>Definition</b>	<b>Course SLO</b>
<b>CONTENT</b>	Knowledge of the concepts, principles, terminology, and methodologies used within the historical discipline.	Students will demonstrate competence in the terminology, concepts, methodologies, and theories used within the historical discipline. Students will also discuss the roles of social structure and status of different groups within the United States.  Students will be assessed via: Weekly Readings, In-Class Discussions, Exams, Quizzes, and an Essay.
<b>COMMUNICATION</b>	Communication is the development and expression of ideas in written and oral forms.	Students will communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the historical discipline.  Students will be assessed via: Weekly Readings, In-Class Discussions, Exams, Quizzes, and an Essay.
<b>CRITICAL THINKING</b>	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students will analyze information carefully and logically from multiple perspectives, using historical methods, and develop reasoned solutions to problems. Students will also analyze and evaluate their own cultural norms and values in relation to those of other cultures. Students will identify, evaluate, and compare their own social status, opportunities, and constraints with those of other persons and groups.  Students will be assessed via: Weekly Readings, In-Class Discussions, Exams, Quizzes, and an Essay.

## Academic Honesty

The instructor will not tolerate **cheating** nor **plagiarism**. A student responsible for either misconduct will fail the course. UF students are bound by The Honor Pledge. Furthermore, the Honor Code specifies several behaviors that are in violation of this code and the possible sanctions. Also, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor, and/or see <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

## Students with Disabilities

Do not hesitate to ask for accommodation for a documented disability. Students requesting accommodation must first register with the Dean of Students Office: <http://www.dso.ufl.edu/drc>. The Dean of Students Office will provide documentation to the student, who must then provide this documentation to the instructor when requesting accommodation.

## Behavior and Etiquette

Treat the instructor and your colleagues with respect, whether in person or in online communication. Regarding the instructor, use the proper title (in this case, "Mr."), and avoid referring by first name. Be mindful to employ concise language and be clear, avoiding slang and emoticons, and remembering to use the appropriate spelling and grammar. Also, be careful with personal information and the use of humor or sarcasm, which may be misunderstood, especially in online interaction. When writing an e-mail to the instructor and/or colleagues, use a descriptive subject line and be straightforward. If, by any chance, a class is taught in an online format (such as Zoom), students are expected to have their cameras on from start to finish.

## Common Courtesy

Cell phones and other electronic devices must be set to vibrate mode during class. Students who receive or make calls or text messages during class will be asked to leave and marked absent for the day. The instructors may ask a student engaging in disruptive behavior to leave the class. The instructor will record attendance, and students should be aware of tardiness and of the detrimental effects of missing classes.

## Students in Distress

If you or a friend is in distress, contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the *U Matter, We Care Team* can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. In case of emergency, call 9-1-1.

## Counseling Resources:

Resources available on-campus for students include the following:

- University Counseling and Wellness Center, 3190 Radio Rd, 392-1575;
- Student Health Care Center, 392-1161; and
- Dean of Students Office, 202 Peabody Hall, 392-1261, [umatter.ufl.edu](http://umatter.ufl.edu).

**Course Evaluation**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at [evaluations.ufl.edu](https://evaluations.ufl.edu). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.