

AMH 2020

United States History Since 1877

**University of Florida
Fall 2023**

Instructor: Robert E. Lierse

Email: faculty are required to communicate with students via the course CANVAS email tool, but I may also be reached at Rlierse54@ufl.edu

Discussion Meetings: Fridays, periods 3 & 5

Office Hours (Virtual): Tuesday and Friday: 1 PM – 2:30 PM. Also, by appointment.

Course Description

Welcome to the Fall 2023 semester, and to AMH 2020: United States History Since 1877. This course will survey the social, political, and cultural history of the United States from Reconstruction to the present. This survey class will introduce key themes, terminology, and methodologies of the social and behavioral sciences. Students will learn to identify, analyze, and explain social institutions, social structures, and social processes, and how these things change over time. In each module, students will be asked to engage in problem-solving techniques using qualitative methods. In addition, course readings will model these 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 perspectives inform our understanding of the past as well as the individual and societal decisions of historical actors.

Course Objectives

The object of studying history is to learn about the past, but also to develop skills in analysis, critical thinking, interpretation of evidence, and expository writing. A central concern of this course will be studying the diversity of the American people, and we will devote a large portion of class time to examining how an American society made up of many cultures and ethnicities has developed and changed over time. Since the study of history always also includes placing one's own life into context, students will be asked to reflect on their own relationship to the diverse values, attitudes and norms that have created cultural differences in the United States.

By the end of this course, you will be able to:

- Explain why Reconstruction set up all of American history from that point on. (Module 1-16)
- Explain how and why American society industrialized during the late 19th Century. (Module 2-4)
- Explain the causes & consequences of urbanization. (Module 5-6)
- Explain why racial, ethnic, & gender divisions arose in American society from 1877 to the start of World War I. (Module 8-9)
- Explain how & why the federal government increased its authority & power in the years

- following World War I. (Module 8-9)
- Show when & why a mass national culture emerged. (Module 8-9)
 - Explain how World War II fundamentally changed America. (Module 11-12)
 - Describe how the Cold War started & why it lasted so long. (Module 13)
 - Explain why the Civil Rights movement occurred & how it reshaped American society. (Module 14)
 - Discuss how and why the United States got involved in Vietnam and how that war shaped domestic events. (Module 15)
 - Explain the rise of conservatism in the last quarter of the 20th century. (Module 16)
 - Show how the Cold War ended and the effects of this on both the United States and the rest of the world. (Module 16)

Prerequisites

There are no prerequisites for this course.

Minimum technical skills

To complete your tasks in this course, you will need a basic understanding of how to operate a computer and how to use word processing software.

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

Category	Definition	Course SLO
CONTENT	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 Interactive Readings, Perusall Discussions, Exams, and a Final Project.
COMMUNICATION	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 Interactive Readings, Perusall Discussions, Exams, and a Final Project.
CRITICAL THINKING	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 Interactive Readings, Perusall Discussions, Exams, and a Final Project.

Course Requirements

Required textbook: 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.

Participation Requirements

As this course is 100% online, it is imperative that you attend the weekly discussion sessions and come prepared to discuss and analyze the topics and themes highlighted in your assigned readings for the week. During the weekly online discussion meetings via Zoom, students are

expected to have their cameras on from start to finish. Participation in the discussion session generally means each student provides pertinent comments or questions at least once per class; relevant comments in the chat are also valid forms of participation. If you have technical issues, please immediately consult UF IT Help to resolve them and then contact your instructor. Zoom sessions will not be recorded by the instructor and may not be recorded by students. As in all courses, unauthorized recording and unauthorized sharing of recorded material is prohibited.

Policies and Expectations

You are expected to attend all class sessions and to be respectful of yourselves, your peers, and me at all times. Life happens though and I expect that there will be times when circumstances beyond your control may prevent you from attending class or completing an assignment on time. If so, it is extremely important that you reach out to me and I will do my best to make any reasonable accommodations appropriate to the circumstances. Please do not hesitate to reach out to me if you find yourself struggling for whatever reason. I want to see all my students succeed in this course and I am more than willing to work with you, so long as you yourself are willing to put in the necessary effort. On the more mundane level of our day-to-day class interactions, please keep your microphone muted when others are speaking so as to minimize background noise. Please also utilize the “raise hand” function in Zoom, and feel free to add appropriate comments in the chat section as well. Requirements for class attendance and make-up assignments in this course are consistent with university policies, which you can review at <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

You will submit all written assignments electronically through the CANVAS class portal. If you encounter technical problems while submitting assignments, please email the paper to me by the appropriate due date and time. I will consider requests for extensions on a case-by-case basis. Late papers will be accepted up to 3 days after the due date but a late penalty (typically 1/3 of a letter grade per day late) will be applied unless there are extenuating circumstances.

Cheating in any form undermines the integrity and mutual trust essential to a community of learning and places at a comparative disadvantage those of you who respect and work by the rules of that community. It is understood that any work you submit is indeed your own.

Plagiarism— that is, lifting without giving credit from something someone else has written such as a published book, article, or even a student paper—is forbidden and is, in most cases, easily detected.

While all Perusall assignments (Readings and interactive video lectures) are designed to be collaborative in nature, all work submitted must be your own, written in your own words. All exams and projects are to be completed independently and must be your own original work. If you require classroom accommodations, you must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to you, which you must then provide to me when requesting accommodation. For more information regarding University policies on this issue, please visit the Disability Resource Center's website.

You 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/>.

You will be notified when the evaluation period opens, and can complete evaluations through the email you receive from GatorEvals, in your 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/>.

Please do not hesitate to contact me at any point during the semester with any individual concerns or issues you may need to discuss. It is best for all parties if this happens as early in the semester as possible. Problems are much easier for us to address if I know about them sooner rather than later and can be particularly difficult to handle if left until exam week or after final grades have been submitted.

Interactive Readings and Lectures

The interactive readings and lectures for this course make extensive use of the collaborative annotation tool, Perusall.

Perusall helps you master readings faster, understand the material better, and get more out of your classes. To achieve this goal, you will be collaboratively annotating the textbook with others in your class. The help you'll get and provide your classmates (even if you don't know anyone personally) will get you past confusion quickly and will make the process more fun. While you read, you'll receive rapid answers to your questions, help others resolve their questions (which also helps you learn).

You can start a new annotation thread in *Perusall* by highlighting text, asking a question, or posting a comment; you can also add a reply or comment to an existing thread. Each thread is like a chat with one or more members of your class, and it happens in real-time. Your **goals** in annotating each reading assignment are *to stimulate discussion by posting good questions or comments* and *to help others by answering their questions*.

Research shows that by annotating thoughtfully, you'll learn more and get better grades, so here's what "annotating thoughtfully" means: Effective annotations *deeply engage points in the readings, stimulate discussion, offer informative questions or comments, and help others by addressing their questions or confusions*. To help you connect with classmates, you can "mention" a classmate in a comment or question to have them notified by email (they'll also see a notification immediately if online), and you'll also be notified when your classmates respond to your questions.

For each assignment, we will evaluate the annotations you submit on time (see below). Based on the overall body of your annotations, you will receive a score for each assignment as follows

- 5-4 (Meets Expectations) = This student has not only done the reading or viewed the lecture, but has actively engaged with its main themes, completed the annotations and responded to classmates annotations thoughtfully, and participated in the discussion in such a way that demonstrates a command of the material.
- 3-2 (Improvement Needed) = This student has completed the readings or lecture material and the annotations and responded to classmates' annotations, but may have done so

cursorily; participates in discussions in a way that demonstrates satisfactory but not excellent engagement with the material.

- 1 (Deficient) = This student may or may not have completed the reading or lecture material, and the annotations and responses to classmates annotations do not reflect active engagement with the themes of the text/video; the student does not participate in the discussion, or minimally participates but does not demonstrate engagement with the material.
- 0 (Deficient)= This student did not turn in an assignment, or the assignment demonstrated only superficial and incomplete annotations.

For further details about how Perusall annotations will be scored, review the help guide: [How is annotation quality defined in Perusall?](#)

Course Grading

Assignment	Percent of Overall Grade
Primary Source Documents (Perusall)	15%
Interactive Video Lectures (Perusall)	5%
Interactive Textbook Readings (Perusall)	5%
Quizzes	5%
Midterm Exam	20%
Final Exam	25%
Final Essay Project	25%

Grades for the exams and final essay will be based on three criteria:

Evidence—the quality of the student’s command and deployment of the course materials as evidence, as well as quality of the evidence itself (i.e., is it the best/relevant evidence for making the argument?).

Interpretation—level of quality in the development of the student’s argument or point of view that is pertinent to the issue at hand, and that has breadth, coherence, and insight.

Expression (style)—the prose (writing) clear, concise, and engaging?

These three criteria are weighed and factored into lettered grades as follows:

A—Excellent: Your work is outstanding in all three areas. It offers an integrated, insightful argument based on ample, sound evidence and is written in clear and engaging prose.

B—Good: Your work is strong in all three areas or is outstanding in one area while having significant weaknesses in another.

C—Average: Your performance is adequate in one or more areas, but also has significant weaknesses in others, leaving the presentation fragmented, murky, or narrow.

D—Poor: Your work demonstrates notable weaknesses in all three areas. Remedial work may be needed to improve substantive understanding or basic communication skills.

E—Unacceptable: Your work has serious flaws in all areas or, more likely, demonstrates limited engagement in the assignment.

Participation grades will rest on discussions of the relevant materials and engagement in class activities. Adequate participation will indicate that you completed the readings and actively engaged in discussion. If you have questions about how participation is being evaluated, or if you feel uncomfortable speaking in front of others, you should contact me as early in the semester as possible.

Grading Scale

Percent	Grade	Grade Points
93-100	A	4.00
90-92	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

Course Schedule

Week 1: Orientation Module - Course Introduction

Week 2: Module 1 - Race and Freedom After Reconstruction, 1877-1900

Week 3: Module 2 - Capital and Labor, 1870-1900

Week 4: Module 3 - The West, 1870-1900

Week 5: Module 4 - Life in Industrial America, 1890 – 1918

Week 6: Module 5 - Political Realignment, 1890-1910

Week 7: Module 6 - American Empire, 1865-1902

Week 8: Module 7 - The Progressive Era, 1890–1916

Week 9: Module 8 - World War I and Its Aftermath, 1914-1919

Week 10: Module 9 - The New Era, 1920-1929

Week 11: Module 10 - The Great Depression, 1929-1936

Week 12: Module 11 - The Coming of World War II, 1920-1941

Week 13: Module 12 - World War II at Home and Abroad, 1939-1945

Week 14: Module 13 - The Cold War, 1945-1953

Week 15: Module 14 - Affluence and Anxiety, 1954-1968

Week 16: Module 15 - The Sixties, 1960-1969

Week 17: Module 16 - Nixon to Reagan and Beyond, 1970-2000