

**AMH 2020- American History from the Civil War to the Present- Spring 2024  
Dr. Steven Noll**

M-W- 5th Period (1145-12:35) in Weimar 1064 - and TA sections with your TA on Friday

Please check the current UF website for information on classroom COVID and masking protocol

**Sections 26648, 26649, 26650, 26651, 26652, 26653, 28566, 28567**

**All lecture classes on M & W and TA sections on Friday will meet face to face**

These are the sections for this class with your TA

Section Room Numbers & Periods All are on Fridays

26648- Friday- 3rd Period (9:35-10:25) Weimar Hall 1070	Jacob Senory
26649- Friday- 5th period (11:45-12:35) MCCA 3154	Kelsey Zelinsky
26650- Friday- 3rd Period (9:35-10:25) Turlington Hall 2350	Aaya Kingsbury
26651- Friday- 5th period (11:45-12:35) Matherly Hall 107	Aaya Kingsbury
26652- Friday- 3rd Period (9:35-10:25) CSE A101	Miguel Torres-Yunda
26653- Friday- 6th Period (12:50-1:40) Rinker Hall 220	Kelsey Zelinsky
28566- Friday- 6th Period (12:50-1:40) Matherly Hall 119	Jacob Senory
28567- Friday- 5th period (11:45-12:35) Leigh Hall 142	Miguel Torres-Yunda

You MUST attend the TA section on Fridays that you have been assigned to

**Dr. Steven Noll**

Office Hours: M 9:30-10:30 and Th 2-3:30 in Keene-Flint 217 and by Zoom

appointment

Flint Hall Office Phone # **352-273-3380**

E-Mail- **nolls@ufl.edu** ***This is the best way to get in touch with me as I check my e-mail more than once a day and will reply promptly.***

Before we discuss the nuts and bolts of the class, I need to talk about the trying times under which this class will be taught this semester. I hope to engage you through this course with empowerment, agency, community, and care. As a group (professor, grad students TAs, and undergrad students), we need to think about meaningful activities beyond the classroom that extend the lessons of the course, building in ways students can be co-teachers as well as co-learners, actively contributing to their own education and empowerment, connecting students across the barriers of courses, institutions, and locations. We need to think about what we all can offer one another--curiosity, imagination, knowledge, power--as antidotes to the present disruption, as tools towards helping us not only survive but thrive a bit as we navigate these times. We will experience challenges from technology and interaction that may seem daunting. Understand that I too am facing same challenges you are- none of us want to be in this situation. But we are here and we will make the best of it, persevere, and have as good a semester as we can. The key to this is communication- If you have questions, concerns, issues, or problems. PLEASE let me know and we can try to answer or alleviate them as quickly as possible.

This American History course covers the history of the United States from Reconstruction to as close to the present as we can get. I have always centered this class around the ideas of land, labor, and race. In these times, these ideas become even more important, as they provide an understanding of where we are today regarding race, gender, and class. Because of the state of the world right now, we will also focus on the relationship of “natural” disasters, such as plagues, pandemics, and hurricanes, to social factors as they relate to the time period we will be studying. My goal with this course is to have you think about HOW and WHY the period this class covers relates to and helps to shape the nation and the world as it exists today.

Since the Friday TA sections are discussion based, it is imperative that you attend them. I am working really hard to make this a great class- I understand we may have issues or problems along the way but if we all hang in there, it WILL work!

**It is important that you keep up with the class on Canvas. I will send LOTS (maybe too many!) of Canvas announcements on both course content and class issues. Please read them & let me know if you have questions. You also need to keep up with the assigned readings, as they supplement, not duplicate, class lectures and discussions.**

According to current Florida state statutes, all students in the state university system “must demonstrate competency in civic literacy” in order to graduate. AMH 2020 has been designated by the Legislature as one of two classes (POS 2041 being the other) that can cover this requirement. In addition to the subjects that we will concentrate on mentioned above, this course will therefore also focus on civic literacy requirements as defined by state statute. These include “an 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 reflected by course competencies and student learning outcomes that are listed later in this syllabus.

Your grade for this course will be determined in the following manner:

Final take home blog project-	25%
Midterm exam-	20%
Book Analysis Paper	20%
Quizzes	15%
Readings	10%
TA participation	10%

Grades will be assigned according to the following scale. There will be extra credit available- the assignment will be given after the midterm.

	A	93-100	A-	90-92	
B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72
D+	68-69	D	66-67	D-	64-65
F	<64				

A minimum grade of C is required for general education credit.

### **Assignments**

**Readings:** For every week that you have assigned readings from *Women, Families, and Communities* (called WFC in the syllabus) and *After the Fact* (called ATF in the syllabus, you will turn in on Friday a short one-page summary and analysis of the WFC readings (no need to write on the textbook readings) for that week. These summaries will all be turned in on Canvas. You will receive either a 1 or a .5 (or a 0!) for each week’s assignment. The total points you can earn for this assignment is 10. More on this as the semester progresses.

Why this assignment? These are assigned to insure that you are doing the readings that will be discussed in TA sections. They tie in issues of gender to the broader themes of the larger American history narrative.

**Quizzes:** There will also be seven quizzes given throughout the semester. They will be short in duration (5-10 minutes) and consist of multiple-choice questions dealing mainly with the issues raised in class and the text. Only six quizzes will be counted into the final grade averaging, I will drop the lowest grade.

Why this assignment? These quizzes are given to ensure that you are keeping up on the class narrative and have a working knowledge of the subject matter. They will also be done on Canvas.

Midterm: The midterm exam will be given on Friday, March 10<sup>th</sup> at the mid-point of the semester. This exam will be composed of both essay questions and short-answer identifications which will be given to you beforehand. The exam will be completed on Canvas and turned in that way.

Why this assignment? The midterm is in this form to insure students know the class material up to that point and also that they can write about that material in a clear and persuasive manner.

Analysis Paper: You will have to write an analysis paper on the assigned book, to be 4-6 pages in length. The paper will be due through Canvas on Friday April 7. Instructions on the paper will be posted on the front page of Canvas by the beginning of the course.

Why this assignment? The paper is assigned to ensure that students read the book. It also is designed to measure student writing ability over this length of an assignment and their capacity to engage with the prompt in a coherent and literate fashion.

Final Blog Assignment: There will be no final exam for the class. Instead, you will construct a blog through WordPress that will focus on a topic you choose dealing with course content and its interaction with issues raised throughout the course. Much more on this as the semester progresses. The blog shell with a sample blog that I have developed can be found on the front page of our class Canvas site.

Why this assignment? Getting students engaged in the course can be difficult. During the pandemic, I decided to try this type of assignment for the final, rather than a final exam that mirrored the midterm. Students responded very well to this and produced blogs that were insightful, interesting, and tied to course content. I hope this trend will continue this semester.

TA participation: Students will receive up to 10 points for participating in Friday TA discussions. This part of the grade will be given by your TA. Participation means 1. Coming to section 2. Coming to section prepared 3. Interacting with the TA and other students in section on the material for the week.

Why this assignment? This assignment gets students to be involved with the course material, with their TA, and with other students. It promotes dialog and student involvement and participation.

I encourage questions and class discussion during the Monday & Wednesday lecture classes. Please do not hesitate to ask both factual and interpretative questions. If you have specific questions on the subject matter or grading, please contact me via Zoom, so that we can talk “face to face” or come by the listed office hours. I also encourage you to contact me by e-mail as I respond promptly to questions, concerns, or comments.

### Syllabus & Course Instructions

Class attendance is an important component of your learning experience. Since students are adults, a mandatory attendance policy will not be in effect for

the lecture part of this course. I understand the potential problems of dealing with attending classes during this difficult time but I really hope you will attend class when it is scheduled unless you have a health problem or a university function. Attending the lecture live will allow you to participate in discussion during the lecture! Thanks. However, during the Friday TA sessions, since those are discussion based, you will need to attend on a regular every Friday basis. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

**Students requesting classroom accommodations for disability issues must first register with the Office of the Dean of Students. This office will provide documentation to the student who then must provide this documentation to me. I am more than willing to do whatever is necessary to ensure an optimum learning environment for all students. This is especially problematic during this time of pandemic, but I will work extra hard to accommodate student disability needs. Here is the link for the UF Disability Resource Center**  
<https://disability.ufl.edu/>

**Please be aware of the University's policy on plagiarism. The Internet has made this situation more problematic but understand that plagiarists will be caught. Any questions about what constitutes plagiarism, please do not hesitate to ask. All plagiarism offenses will be reported on a Faculty Adjudication Form and forwarded to the Office of Student Judicial Affairs. You may get more information on UF's Judicial Affairs process at**  
<https://www.dso.ufl.edu/sccr/process/>

One book for this course will be available for purchase on-line. If you are on-campus and so choose, it also can be bought at the UF campus bookstore. If you experience any problems in buying the book, please let me know as soon as possible. The text, American Yawp, is available on-line and FREE. The weekly readings will be found in Canvas & can be accessed there. Thank you. The course books are:

TEXT on-line *American Yawp*– accessed at <http://www.americanyawp.com/>  
(Listed in syllabus as **Text**)

*Slavery by Another Name: The Re-Enslavement of Black Americans from the Civil War to World War II.* Douglas Blackmon. Anchor Books, 2008.

The weekly readings which can be found in Canvas will be listed here as  
**ATF-** From *After the Fact*  
**WFC-** From *Women, Families, and Communities*

## Weekly Syllabus & Readings-

It is important that you keep up on the readings, as they will provide the base knowledge for class lectures and discussions.

### Week One- January 8-12

**Text-** Chapter 15- "Reconstruction"

TA Sections- January 12- Meet the TAs

### Week Two- January 15-19

**No class on Monday January 15- MLK Day Holiday**

**Text-** Chapter 17- "Conquering the West"

TA Sections- January 19- Read & be ready to discuss the pieces below

**WFC-** Chapter 1- "Not that Sort of Women."

**ATF-** Chapter 8- "The View from the Bottom Rail."

**Discuss the constitutional changes during Reconstruction**

### Week Three- January 22-26

**Text-** Chapter 16- "Capital and Labor"

TA Sections- January 26 - Read & be ready to discuss the pieces below

**WFC-** Chapter 2- "Hull House in the 1890s"

**Friday January 26- Quiz one to be turned in via Canvas  
by 11:59 PM of that date**

### Week Four- January 29-February 2

**Text-** Chapter 18- "Life in Industrial America"

TA Sections- February 2- Read & be ready to discuss the pieces below

**WFC-** Chapter 3- "Coming of Age."

**ATF-** Chapter 9- "The Mirror with a Memory."

**Discuss the Supreme Court Cases of Jim Crow America  
*Plessy v Ferguson* and *Williams v Mississippi***

### Week Five- February 5-9

**Text-** Chapter 19- "American Empire"

TA Sections- February 9- Read & be ready to discuss the pieces below

**WFC-** Chapter 4- "Putting on Style."

**Friday February 9- Quiz two to be turned in via Canvas  
by 11:59 PM of that date**

### Week Six- February 12-16

**Text-** Chapter 20- "The Progressive Era"

TA Sections- February 16- Read & be ready to discuss the pieces below

**WFC-** Chapter 5- "I had my own business."

**AFT-** Chapter 10- "USDA Government Inspected."

**Discuss the constitutional changes during the Progressive Era**

**Week Seven- February 19-23**

**Text-** Chapter 21- "World War I and its Aftermath"

TA Sections- February 23- Read & be ready to discuss the pieces below

**Read Slavery by Another Name-** pages 1-216- No reading assignments need to be turned in this week

**Friday February 23- Quiz three to be turned in via Canvas by 11:59 PM of that date**

**Week Eight- February 26-March 1**

**Text-** Chapter 22- "The New Era"

TA Sections- March 1- Read & be ready to discuss the pieces below

**WFC-** Chapter 6 "Women and the KKK"

**ATF-** Chapter 11- "Sacco & Vanzetti."

**Discuss the 1927 Supreme Court Case *Buck v Bell***

**Week Nine- March 4-8**

No Readings- Study for Midterm **No TA Sections**

**Midterm Exam- Friday, March 8- to be turned in via Canvas by 11:59 PM of that date**

SPRING BREAK—March 11-15

**Week Ten- March 18-22**

**Text-** Chapter 23- "The Great Depression"

TA Sections- March 22- Read & be ready to discuss the pieces below

**WFC-** Chapter 7 "Women of the Depression."

**ATF-** Chapter 12- "Dust Bowl Odyssey."

**Read Slavery by Another Name –** pages 217-403- No reading assignments need to be turned on this book

**Friday March 22- Quiz four to be turned in via Canvas by 11:59 PM of that date**

**Week Eleven- March 25-29**

**Text-** Chapter 24- "World War II"  
TA Sections- March 29- Read & be ready to discuss the pieces below

**WFC-** Chapter 8- "Women Under Fire."

**ATF-** Chapter 13- "The Decision to Drop the Bomb."

**Discuss the 1944 Supreme Court Case  
*Korematsu v Unites States***

Friday March 29- Quiz five to be turned in via Canvas  
by 11:59 PM of that date

**Week Twelve- April 1-5**

**Text-** Chapter 25- "The Cold War."

TA Sections- April 5- Discuss mid 20<sup>th</sup> century America

**Slavery By Another Name Paper Due- Friday April 5 to be  
turned in via Canvas by 11:59 PM of that date**

**Week Thirteen- April 8-12**

**Text-** Chapter 26- "The Affluent Society"

TA Sections- April 12- Read & be ready to discuss the pieces below

**WFC-** Chapter 9- "American Families in the 1950s."

**WFC-** Chapter 10 "It Was Like All of Us had been Raped"

**Discuss the 1954 Supreme Court Case *Brown v Board of Ed*  
And post World War II Constitutional Changes**

Friday April 12 Quiz six to be turned in via Canvas  
by 11:59 PM of that date

**Week Fourteen- April 15-19**

**Text-** Chapter 27- "The Sixties" and Chapter 28- "The Unraveling"

TA Sections- April 19- Read & be ready to discuss the pieces below

**WFC-** Chapter 11 "Moral Mothers & Goldwater Girls"

**ATF-** Chapter 15 "Sitting In"

**Week Fifteen- April 22-24**

LAST DAY of class- Wednesday April 24- no TA sections on Friday 4/28

**Text-** Chapters 29 & 30 - "The Triumph of the Right" and "The  
Recent Past"

**Discuss Recent Challenges to American Democracy**

Wednesday April 24- Quiz seven to be turned in via Canvas  
by 11:59 PM of that date

**Final Blog Posting Due- Friday May 3, 2023 by noon**



## **Course Objectives for Civic Literacy Requirement**

Course Objectives of AMH 2020 will:

1. Introduce students to the evolution of the basic principles of American democracy and how they have been applied in our republican form of government from the mid-19<sup>th</sup> century to the present.
2. Examine representations of the meaning of American citizenship by a wide range of authors representing various academic, policy, and community perspectives.
3. Explore the ways that different groups' relationships with American government at all levels reflect (and help to construct) their racial, class, and gendered identities and also shape the meaning of American citizenship.
4. Introduce the idea that the various meanings of citizenship within American democracy are produced in dialogue with imaginative writings about it and personal/community interpretations of it.
5. Invite students to build their reading, writing, and oral communication skills through careful reflection (individual in Reading Journals and Papers; group in Class Discussion) on landmark Supreme Court cases and their impact on law and society.

## **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 American history (Civil War to the present), with attention to the ways government officials in general and the Supreme Court in particular have shaped this growth.
2. Identify, describe, and explain the ways in which diverse cultures and beliefs have shaped the meaning of the United States Constitution and its interpretation.
3. Analyze and evaluate how the interaction and intervention of government officials at all levels have shaped and re-shaped the meanings of American democracy and the evolution of the American republic form of government.
4. Analyze and evaluate how the basic principles of American democracy and how they are applied in our republican form of government have affected the opportunities for and constraints on diverse American populations.
5. 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.
6. 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.

## **Broad Student Learning Outcomes of this course as a diversity course**

1. Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability.
2. Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society.