

# AMH2020: United States since 1877 Course Syllabus

## Contact Information

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**Class info:** AMH 2020 section 17188/4BS1

**Summer B 2024**

**Online recorded video lectures**

**Zoom discussion sections: MW period 5 (2:00 – 3:15 PM)**

### Instructor

Dr. Anna Lankina

### Contact

Email -- [alankina@ufl.edu](mailto:alankina@ufl.edu) -- OR the Canvas Inbox tool (icon located in the blue Canvas menu on the left). I will typically respond within 24 hours.

**Office Phone:** 352-392-0271

**Office:** Bryan Hall 233M

**Office Hours:** via Zoom, Thursday, 11:30 AM – 1:30 PM or by appointment (Zoom link provided in Canvas; in-person office hours available upon request)

### Office Hours & Reviewing Paper Draft Policy

During scheduled office hours, I will be in the Zoom meeting every week so feel free to just stop by at any time during those hours. If you have a scheduling conflict with my scheduled office hours, you can contact me to set up an appointment for a different time and I would be happy to accommodate you.

I am happy to answer specific questions through Canvas Inbox or email but can only review paper drafts in Zoom office hours (scheduled times or by appointment). I am also available to answer other questions during office hours.

The office hours Zoom link will work for the scheduled times and for times by appointment. The office hours Zoom has the waiting room feature enabled. I will update students in the waiting room if a longer wait time is anticipated.

## **Course Information**

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AMH2020: United States since 1877 will survey the social, political, and cultural history of the United States from Reconstruction to the present. 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.

## **Course Description**

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This survey class was designed by Dr. Ben Wise and will provide an introduction to 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**

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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)

## **Course Requirements**

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### **Required textbook**

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

Other required readings are available at no cost through Canvas.

### **Prerequisites**

There are no prerequisites for this course.

### **Minimum technology requirements**

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to his or her degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the Internet and related equipment (Cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

Individual colleges may have additional requirements or recommendations, which students should review prior to the start of their program.

### **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.

## **Materials/Supply Fees**

There is no supply fee for this course.

## **Honorlock**

Honorlock is an online proctoring service that allows students to take exams on-demand 24/7. There are no scheduling requirements or fees.

You will need a laptop or desktop computer with a webcam, a microphone, and a photo ID. The webcam and microphone can be either integrated or external USB devices.

Honorlock requires that you use the [Google Chrome \(Links to an external site.\)](#) browser; furthermore, the [Honorlock extension \(Links to an external site.\)](#) must be added to Chrome.

For further information, FAQs, and technical support, please visit [Honorlock](#).

## **Zoom**

Zoom is an easy to use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants.

You can find resources and help using Zoom at <https://ufl.zoom.us>.

## **Social and Behavioral Sciences and Diversity Credit**

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### **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.

See also: <https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>

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

### **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.
<b>COMMUNICATION</b>	Communication is the development and expression of ideas in written and oral forms.	Students will be assessed via: Weekly Interactive Readings, Perusall Discussions, Exams, and a Final Project. 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 Policies**

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Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found at [catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/)

As this is an online class, you are responsible for observing all posted due dates, and are encouraged to be self-directed and take responsibility for your learning.

### **Collaboration**

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.

## **Grading Policy and Deadlines**

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The exams and final paper will be graded within one week of the due date.

- Interactive Lectures (Perusall), Interactive textbook readings (Perusall), and quizzes are due on the nights before the Zoom discussion.
- Primary Source Interactive Readings (Perusall) are due on the night before the Zoom discussion.
- Check Canvas Assignment details for all assignment, quiz, paper, and exam deadlines.
- All assignment, quiz, exam, and paper deadlines are final except for documented excusable circumstances.

## Attendance

- Students are required to attend all class meetings. Students may incur two unexcused absences for any reason without penalty; after that each unexcused absence will result in a letter reduction of your overall final course grade (for example, from a B+ to a B).
- Excused absences include documented illness, religious holidays, family emergency, and participation at university sponsored events such as athletic competitions. Please contact me about any absences as soon as possible. Make-up work will be administered only for excused absences.
- Participation in our online discussion sections is expected and will receive a grade based on participation in discussion.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> .

## Course Grading Policy

Type of Assignment/Activity	Percentage of Final Grade
Participation in Zoom Discussions	5%
Primary Source Documents (Perusall)	15%
Interactive Video Lectures (Perusall)	5%
Interactive Textbook Readings (Perusall)	5%
Quizzes	5%
Midterm Exam	20%
Final Exam	20%
Final Essay Project	25%

## 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

See the [current UF grading policies](#) for more information:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/> .

## Interactive Readings and Lectures

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Interactive Readings and Lectures make 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 Schedule**

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### Week 1

**July 1:** Class introduction and discussion

### **July 3: Reconstruction**

**Module 1** assignments due before Zoom discussion class:

At the end of module 1, you will be able to:

1. Compare and contrast the expectations of African-Americans after the Civil War to the realities they encountered during the post-war period.
2. Describe the white Southern responses to Reconstruction and African-American citizenship.
3. Discuss the successes and failures of Reconstruction.
4. Analyze the emergence of “The Solid South.”
5. Explain how segregation, disenfranchisement, and the system of “Jim Crow” came to be.

Assignment [Chapter 15: "Reconstruction"](#)

Quiz [Quiz 1](#)

Assignment [Video: Module 1: Southern History 1877-1915](#)

Assignment [Video: Module 1: Violence, Race, and American History](#)

Assignment [Primary Source Document: Frederick Douglass on Remembering the Civil War, 1877](#)

Assignment [Primary Source Document: Jourdan Anderson Writes his Former Enslaver, 1865](#)

Assignment [Primary Source Document: Letters by Mary Norcott Bryan, 1841-1925](#)

Assignment [Primary Source Document: Mississippi Black Code, 1865](#)

## Week 2

### **July 8: Capital and Labor**

**Module 2** assignments due before Zoom discussion class:

At the end of module 2, you will be able to:

1. Identify and discuss the factors that led to the economic success of industrial capitalism in America after 1877.
2. Explain how business practices were organized and new technologies harnessed in order to maximize profits in the American industry.
3. Describe the changing working conditions of American industrial laborers.
4. Explain and describe major labor disturbances of the late 19th century.
5. Articulate different ideas about labor, society, wealth, and the state.

Assignment [Chapter 16: "Capital and Labor"](#)

Quiz [Quiz 2](#)

Assignment [Video: Module 2: The Gilded Age - 1870-1900](#)

Assignment [Primary Source Document: Andrew Carnegie, "Wealth," North American Review, 1889](#)

Assignment [Primary Source Document: George Engel, Address by a Condemned Haymarket Anarchist, 1886](#)

### **July 10: American West & Life in Industrial America**

**Module 3 and 4** assignments due before Zoom discussion class:

At the end of module 3, you will be able to:

1. Identify key events and figures impacting the Post-Civil War Westward migration.
2. Explain how and why the economic & social values of white Americans clashed with those of native Americans in the West.
3. Describe how the Industrial Revolution (particularly the railroad) affected the settlement of the West.
4. Discuss how farming, mining, and ranching shaped the development of the West.
5. Explain how diversity both fundamentally defined the West and became a source of conflict in western society.
6. Discuss the role that the ideas of the West and the Frontier have played in American culture.

Assignment [Chapter 17: "The West"](#)

Quiz [Quiz 3](#)

Assignment [Video: Module 3: The West: Americans on the Move - 1870-1900](#)

Assignment [Primary Source Document: Frederick Jackson Turner, "The Significance of the Frontier in American History," 1893](#)

Assignment [Primary Source Document: Helen Hunt Jackson, from A Century of Dishonor, 1881](#)

Assignment [Primary Source Document: Yick Wo v. Hopkins, 1886](#)

At the end of module 4, you will be able to:

1. Identify key events and figures in American industrialization.
2. Explain how industrialization affected the process of urbanization.
3. Analyze what enabled American cities to grow so dramatically during the late 19th century.
4. Discuss how class structure, ethnicity, and gender affected urban political affairs.
5. Explain why and how a distinctive urban culture, with different living & working patterns & leisure pursuits, arise during the late 19th century.
6. Discuss how and why Jim Crow arose in the post-Reconstruction South.
7. Explain how different writers viewed the problems of late 19th century America.

Assignment [Chapter 18: "Life in Industrial America"](#)

Quiz [Quiz 4](#)

Assignment [Video: Module 4: Black Freedom Struggle \(1890 – 1918\)](#)

Assignment [Primary Source Document: Frederick Law Olmsted, "Proposal to Bouffal Park Commissioners," 1888](#)

Assignment [Primary Source Document: Jacob Riis, "How the Other Half Lives," 1890](#)

Assignment [Primary Source Document: Richard Fox, "Coney Island Frolics," 1883](#)

Week 3

**July 15: Political Realignments and American Empire**

**Module 5 and 6** assignments due before Zoom discussion class:

At the end of module 5, you will be able to:

1. Recognize key events and concepts that impacted domestic politics and realignment.
2. Explain the role of political parties in domestic politics before 1900.
3. Describe the choices those parties offered to voters.
4. Discuss how & why political affairs played a central role in American culture in the late 19th century.
5. Describe the black responses to Jim Crow in the South in the time period from 1890s to 1910.

6. Explain the origins & aims of the Populist movement.
7. Explain why the presidential election of 1896 has been categorized as a “critical election.”

Quiz [Quiz 5](#)

Assignment [Video: Module 5: Populism and the 1890s](#)

Assignment [Video: Module 5: Temperance and Prohibition](#)

Assignment [Primary Source Document: Alex Manley and the 1898 Wilmington Race Riot](#)

Assignment [Primary Source Document: Ida B. Wells, “False Accusations, from A Red Record,” 1895](#)

Assignment [Primary Source Document: The Peoples’ Party Platform, 1892](#)

Assignment [Chapter 19: "American Empire"](#)

At the end of module 6, you will be able to:

1. Identify and define key events, policies, and figures related to American expansionism.
2. Explain how economic interest affected American involvement in overseas expansion.
3. Discuss the causes and consequences of the Spanish-American-Cuban War.
4. Analyze the major patterns and trends of American foreign policy between 1865 and 1902.
5. Explain how American foreign policy both reflected and rejected American political and social ideals.

Quiz [Quiz 6](#)

Assignment [Video: Module 6: America in the World](#)

Assignment [Primary Source Document: Congressional Speeches on Imperialism, 1900](#)

Assignment [Primary Source Document: The Platt Amendment, 1901](#)

Assignment [Primary Source Document: William McKinley, “Decision on the Philippines,” 1900](#)

## **July 17: Progressive Era**

**Module 7** assignments due before Zoom discussion class:

At the end of module 7, you will be able to:

1. Identify and define key events, policies, and figures of the progressive era.
2. Define progressivism and its multi-faceted constituencies.
3. Explain how progressivism reflected the shifting political landscape of early-twentieth-century America.
4. Explain why progressives felt reform was needed.

5. Discuss the differences between populism and progressivism and also how progressive ideas grew out of the ashes of the populist movement.
6. Describe the growth of the assembly and scientific principles of shop-floor management.
7. Explain how leisure activities reflected the issues associated with class relations in the early 20th century.

Assignment [Chapter 20: "The Progressive Era"](#)

Quiz [Quiz 7](#)

Assignment [Video: Module 7: The Progressive Era \(1890-1916\)](#)

Assignment [Primary Source Document: George Waring, "Sanitary Conditions in New York," 1897](#)

Assignment [Primary Source Document: John Spargo, "The Bitter Cry of the Children," 1897](#)

Assignment [Primary Source Document: New York Times, "Review of Opening Night at Coney Island," 1904](#)

## **July 19: Midterm Exam Due**

Week 4

## **July 22: WWI and the New Era**

**Module 8 and 9** assignments due before Zoom discussion class:

At the end of module 8, you will be able to:

1. Identify and define key events, policies, and figures related to World War I.
2. Explain American intervention in Latin America in the first two decades of the 20th century.
3. Describe United States entry into the "Great War" in 1917.
4. Discuss how the war affected economic affairs & social relationships on the American home front.
5. Discuss how & why President Wilson attempted to shape the post-war world with his Fourteen Points and at Versailles.
6. Explain why the Versailles Peace Treaty failed to achieve a lasting settlement & actually led to the origins of another war.

Assignment [Chapter 21: "World War I & Its Aftermath"](#)

Quiz [Quiz 8](#)

Assignment [Video: Module 8: World War One \(Part 1\)](#)

Assignment [Video: Module 8: World War One \(Part 2\)](#)

Assignment [Primary Source Document, Chicago Defender, "Letters from the Great Migration," 1917](#)

Assignment [Primary Source Document, US Supreme Court, "Abrams v US," 1919](#)

Assignment [Primary Source Document: Woodrow Wilson, "The Fourteen Points," 1917](#)

At the end of module 9, you will be able to:

1. Identify and define key events, policies, and figures related to "The New Era" after World War I.
2. Explain the growth of a mass national culture after the Great War.
3. Explain how and why cultural conflict broke out in the 1920s in response to the growth of secular values during the decade.
4. Explain the origins of the new wave of nationalism and how it manifested.
5. Describe how intellectuals and writers (both black and white) reacted to the 1920s and helped shape our perceptions of the decade.

Assignment [Chapter 22: "The New Era"](#)

Quiz [Quiz 9](#)

Assignment [Video: Module 9: America in the Jazz Age: The 1920s](#)

Assignment [Video: Module 9: Eugenics](#)

Assignment [Primary Source Document: Changing Sexual Mores, "Petting and the Campus," 1925](#)

Assignment [Primary Source Document: John Berger, Ways of Seeing, 1972](#)

Assignment [Primary Source Document: "Immigration Law," 1924](#)

Assignment [Primary Source Document: "The Creed of the Klanswomen," 1924](#)

## **July 24: Great Depression**

**Module 10** assignments due before Zoom discussion class:

At the end of module 10, you will be able to:

1. Identify and define key events, policies, and figures related to the Great Depression.
2. Discuss the origins of the Great Depression and Herbert Hoover's response to it.
3. Explain how and why the federal government influenced American economic and political issues during the 1930s.
4. Explain how Franklin D. Roosevelt (FDR) responded to America's economic problems and why he took the course he did.
5. Explain the differences between the first and second New Deals and why FDR felt it necessary to initiate both of them.
6. Explain the lasting influences of the New Deal era on both the 1930s and into the future (including up to today).

Assignment [Chapter 23: "The Great Depression"](#)

Quiz [Quiz 10](#)

Assignment [Video: Module 10: The Great Depression and New Deal \(1929-1936\)](#)  
Assignment [Primary Source Document: Bob Stinson, "Flint Sit-Down Strike," 1936](#)  
Assignment [Primary Source Document: Father Coughlin, "A Third Party," 1936](#)  
Assignment [Primary Source Document: Meridel Le Sueur, "Women on the Breadlines," 1932](#)  
Assignment [Primary Source Document: Mrs. Henry Weddington, "Letter to President Roosevelt," 1938](#)

## **July 26: Birthday Research Essay Due**

### Week 5

## **July 29: WWII**

**Module 11 and 12** assignments due before Zoom discussion class:

At the end of module 11, you will be able to:

1. Identify and define key events, policies, and figures related to the Second World War.
2. Explain the successes and failures of peace-seeking efforts during the 1920s and 1930s.
3. Explain American isolationism in the 1930s.
4. Identify and explain the key elements of US foreign policy during the 1930s.
5. Explain how & why the US edged closer to war between 1939 and 1941.

Assignment [Chapter 24: "World War II," sections 1-3](#)

Quiz [Quiz 11](#)

Assignment [Video: Module 11: Peaceseekers, 1920-1940](#)

Assignment [Video: Module 11: World War II: Why Did It Happen When It Did?](#)

Assignment [Primary Source Document: Charles A. Lindbergh, "America First," 1941](#)

Assignment [Primary Source Document: "The Senate's Declaration of War": Japan Responds to Japanese Exclusion, 1924](#)

At the end of module 12, you will be able to:

1. Identify and define key events, policies, and figures related to America's role in WWII.
2. Discuss how a total war effort shaped American society during World War II.
3. Describe how American war aims shaped the postwar world.
4. Discuss how the end of World War II led directly to the start of the Cold War.
5. Explain the relationship between WWII and the beginning of the Civil Rights Movement.

Assignment [Chapter 24: "World War II," sections 4-13](#)

Quiz [Quiz 12](#)

Assignment [Video: Module 12: World War II Home Front](#)  
Assignment [Video: Module 12: World War II in Japan and Europe](#)  
Assignment [Primary Source Document: A. Philip Randolph, "Why Should We March?" 1942](#)  
Assignment [Primary Source Document: Franklin D. Roosevelt, Executive Order No. 9066, 1942](#)  
Assignment [Primary Source Document: Harry Truman Announcing the Atomic Bombing of Hiroshima, 1945](#)  
Assignment [Primary Source Document: "Korematsu v United States," 1944](#)

## **July 31: The Cold War**

**Module 13** assignments due before Zoom discussion class:

At the end of module 13, you will be able to:

1. Identify and describe the origins of the Cold War.
2. Discuss the major aspects of America's containment policy during the Cold War and tie them into the major events of the Cold war from 1945 to 1952.
3. Explain the Cold War in Asia and its relationship to the conflict in Korea from 1950 to 1953.
4. Discuss the relationship of the Cold War to domestic policy in general and the Red Scare and McCarthyism in particular.

Assignment [Chapter 25: "The Cold War"](#)

Quiz [Quiz 13](#)

Assignment [Video: Module 13: The Cold War and the Red Scare](#)

Assignment [Video: Module 13: The World the War Made](#)

Assignment [Primary Source Document: George Kennan, "Containment," 1947](#)

Assignment [Primary Source Document: Joseph McCarthy, "Wheeling, West Virginia Speech," 1950](#)

Assignment [Primary Source Document: "The Truman Doctrine," 1947](#)

## Week 6

### **August 5: Affluence and Anxiety**

**Module 14** assignments due before Zoom discussion class:

At the end of module 14, you will be able to:

1. Identify the factors that led to the rise of American prosperity in the decades after World War II.
2. Describe the demise of cities and the rise of suburbia in American society.



3. Discuss how “the 50s” both represented the norm in American life and an aberration within it.
4. Explain the origins of the Civil Rights revolution and how it changed America.

Assignment [Chapter 26: "The Affluent Society"](#)

Quiz [Quiz 14](#)

Assignment [Video: Module 14: The Civil Rights Movement](#)

Assignment [Video: Module 14: The Civil Rights Movement Continued](#)

Assignment [Primary Source Document: Ladies' Home Journal, "Young Mother," 1956](#)

Assignment [Primary Source Document: Southern Manifesto on Integration, 1956](#)

Assignment [Primary Source Document: Student NonViolent Coordinating Committee, "Statement of Purpose," 1960](#)

## **August 7: The Sixties and Nixon to Reagan**

**Module 15 and 16** assignments due before Zoom discussion class:

At the end of module 15, you will be able to:

1. Identify and define key events, policies, and figures related to cultural changes that occurred in America during the 1960s.
2. Summarize the main aspects of JFK's domestic & foreign policy agenda.
3. Explain the rationale for LBJ's Great Program society and its failure.
4. Discuss how & why the United States entered the war in Vietnam.
5. Describe the relationship between American domestic considerations and the conduct of the Vietnam war.
6. Explain why 1968 was a watershed year in American history.

Assignment [Chapter 27: "The Sixties"](#)

Assignment [Chapter 28: "The Unraveling," sections 1-4](#)

Quiz [Quiz 15](#)

Assignment [Video: Module 15: 1950s and 60s Foreign Policy](#)

Assignment [Video: Module 15: The New Left](#)

Assignment [Primary Source Document: Barbara Jordan, 1976 Democratic National Convention Keynote Address, 1976](#)

Assignment [Primary Source Document: Lyndon B. Johnson, "Remarks on Decision not to Seek Re-Election," 1968](#)

Assignment [Primary Source Document: Report of the National Advisory Commission on Civil Disorders, 1968](#)

Assignment [Primary Source Document: Statement by John Kerry of Vietnam Veterans Against the War, 1971](#)

At the end of module 16, you will be able to:

1. Explain why Watergate happened and its effect on the country.
2. Describe why the American economy struggled during the 1970s.
3. Discuss the rise of a new conservative movement.
4. Discuss how Ronald Reagan both shaped and reflected American values and ideas in the 1980s.
5. Describe the end of the Cold War and what it meant for both America and the world.

Assignment [Chapter 28: "The Unraveling," sections 5-9](#)

Assignment [Chapter 29: "The Triumph of the Right"](#)

Assignment [Video: Module 16: America in the World, 1972-2000](#)

Assignment [Video: Module 16: Gay Rights and the New Right in America](#)

Assignment [Primary Source Document: Jerry Falwell on the "Homosexual Revolution," 1981](#)

Assignment [Primary Source Document: Pat Buchanan on the Culture War, 1992](#)

Assignment [Primary Source Document: Statements of AIDS Patients, 1983](#)

**August 9: Final Exam Due**

## **UF Policies**

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### **University Policy on Accommodating Students with Disabilities:**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### **University Policy on Academic Conduct:**

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The [Student Honor Code and Student Conduct Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, 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 or TAs in this class.

## Netiquette and Communication Courtesy:

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. Please refer to this [guide from UF's Center for Teaching Excellence](#).

## Getting Help

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### Technical Difficulties:

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues should be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

### Health and Wellness

- **U Matter, We Care:** If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [umatter.ufl.edu](http://umatter.ufl.edu) to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit [counseling.ufl.edu](http://counseling.ufl.edu) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit [shcc.ufl.edu](http://shcc.ufl.edu).
- **University Police Department:** Visit [police.ufl.edu](http://police.ufl.edu) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [ufhealth.org/emergency-room-trauma-center](http://ufhealth.org/emergency-room-trauma-center).

## Academic and Student Support

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- **Career Connections Center:** 352-392-1601. Career assistance and counseling services [career.ufl.edu/](http://career.ufl.edu/).
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources. [cms.uflib.ufl.edu/ask](http://cms.uflib.ufl.edu/ask)
- **Teaching Center:** 352-392-2010 General study skills and tutoring: [teachingcenter.ufl.edu/](http://teachingcenter.ufl.edu/)
- **Writing Studio:** 352-846-1138. Help brainstorming, formatting, and writing papers: [writing.ufl.edu/writing-studio/](http://writing.ufl.edu/writing-studio/)

## Course Evaluations

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Students 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/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their 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/>.

## Canvas Information

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Canvas is where course content, grades, and communication will reside for this course.

- [ufl.instructure.com](http://ufl.instructure.com)
- For Canvas, Passwords, or any other computer-related technical support contact the [IT Service Desk](#).

## Tips for Success

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Taking a course online can be a lot of fun! Here are some tips that will help you get the most of this course while taking full advantage of the online format:

- Schedule "class times" for yourself. It is important to do the coursework on time each week.
- Read ALL of the material contained on this site. There is a lot of helpful information that can save you time and help you meet the objectives of the course.
- Print out the Course Schedule located in the Course Syllabus and check things off as you go.
- Take full advantage of the online discussion boards. Ask for help or clarification of the material if you need it.

- Do not wait to ask questions! Waiting to ask a question might cause you to miss a due date.
- Do your work well before the due dates. Sometimes things happen. If your computer goes down when you are trying to submit an assignment, you'll need time to troubleshoot the problem.
- To be extra safe, back up your work to an external hard drive, thumb drive or through a cloud service.

## **Privacy and Accessibility Policies**

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For information about the privacy policies of the tools used in this course, see the links below:

- Instructure (Canvas)
  - [Privacy Policy](#)
  - [Accessibility](#)
- Perusall
  - [Privacy Policy](#)
  - [Accessibility](#)
- Sonic Foundry (Mediasite Streaming Video Player)
  - [Privacy Policy](#)
  - [Accessibility](#)
- Zoom
  - [Privacy Policy](#)
  - [Accessibility](#)
- YouTube (Google)
  - [Privacy Policy](#)
  - [Accessibility](#)
- Microsoft
  - [Privacy Policy](#)
  - [Accessibility](#)
- Adobe
  - [Privacy Policy](#)
  - [Accessibility](#)
- Honorlock
  - [Privacy Policy](#)
  - [Accessibility](#)