

AMH2020: United States Since 1877

Summer A 2025 (3 credits)

I. General Information

Class location: Online

Discussion periods:

Section 17153 W/F 11:00am - 12:15pm via Zoom

Section 15748 W/F 12:30pm - 1:45pm via Zoom

Instructor:

Name: David Tegeder

Office: Online via Zoom

Phone: (352) 395-5083

Email: dtegeder@ufl.edu

Office Hours: Wednesdays 2:00pm-3:00pm; Fridays 2:00pm-3:30pm

Course Description

In this course, students will trace the history of the United States from the end of the Reconstruction era to the contemporary era. Topics will include but are not limited to the rise of Industrialization, the United States' emergence as an actor on the world stage, Constitutional amendments and their impact, the Progressive era, World War I, the Great Depression and New Deal, World War II, the Civil Rights era, the Cold War, and the United States since 1989.

NOTE: All topics in this course will be taught objectively as objects of analysis, without endorsement of particular viewpoints, and will be observed from multiple perspectives. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, or belief. Students are encouraged to employ critical thinking and to rely on data and verifiable sources to explore readings and subject matter in this course. All perspectives will be respected in class discussions.

Prerequisites

None.

General Education Designation: Social and Behavioral Sciences (S)

Social Science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. **Social and Behavioral Sciences (S)** is a sub-designation of Social Sciences at the University of Florida. These 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 or processes. These courses emphasize 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 or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

Your successful completion of AMH2020 with a grade of “C” or higher will count towards UF’s General Education State Core in Social Science (S). It will also count towards the State of Florida’s Civic Literacy requirement.

Course Objectives

All General Education area objectives can be found [here](#).

The AMH 2020 curriculum will also cover the following course-specific objectives:

1. Address how the Civil War and Reconstruction set the stage for the development of the modern United States.
2. Explore how US involvement in the Spanish-American War, World War One, and World War Two reshaped US foreign policy and civil society.
3. Present the origins of the Cold War, its implications for US international relations, and its influence on American political culture.
4. Enable students to analyze and evaluate the origins and influences of the civil rights movement, the Vietnam War, the women’s movement, and New Right conservatism.
5. Teach students how to analyze historical documents and scholarship from a range of authors and time periods.

II. Student Learning Outcomes

A student who successfully completes this course will:

1. Describe the factual details of the substantive historical episodes under study.
2. Identify and analyze foundational developments that shaped American history since 1877 using critical thinking skills.
3. Demonstrate an understanding of the primary ideas, values, and perceptions that have shaped American history.
4. Demonstrate competency in civic literacy.

Objectives—General Education and Social Sciences (S)

CATEGORY	SOCIAL SCIENCE SLOS	STATE SLO ASSIGNMENTS	COURSE:
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Content	Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.	Outcomes 1-4	Students will demonstrate their knowledge of the details of the substantive historical episodes of US History since 1877 by analyzing primary and secondary sources in short papers, homework assignments, exams, and in-class discussion.
Critical Thinking	Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.	Outcomes 1-4	Students will demonstrate their ability in applying qualitative and quantitative methods by analyzing primary and secondary sources in short papers, homework assignments, and exams by using critical thinking skills.
Communication	Communication is the development and expression of ideas in written and oral forms.	Outcomes 1-4	<p>Students will identify and explain key developments that shaped United States history since 1877 in written assignments and class discussion.</p> <p>Students will demonstrate their understandings of the primary ideas, values, and perceptions that have shaped United States history and will describe them in written assignments, exams, and class discussion.</p>

III. Graded Work

Required Materials

- *American Yawp* Textbook (freely available on the web: <https://www.americanyawp.com/index.html>)

Materials will be available through the following means:

The *American Yawp* textbook is available for free online. All other secondary sources and primary sources will be available through Canvas and web links in the syllabus.

Materials Fee: \$0.00

Graded Components

Type of Assignment/Activity	Percentage of Final Grade
Primary Source Documents (Perusall)	15%
Interactive Video Lectures (Perusall)	5%
Interactive Textbook Readings (Perusall)	5%
Quizzes	5%
Discussion Section Attendance	5%
Midterm Exam	15%
Final Exam	25%
Final Essay Project	25%

Discussion Section Attendance (5%): While this is an online course, it does require two weekly 75 minute discussion sections. Summer semester meetings are on Wednesdays and Fridays according to your section schedule. Students are permitted one unexcused absence without penalty, though they are still required to complete all discussion section homework. After the first unexcused absence, each subsequent unexcused absence will result in a one-point deduction from your overall course grade. Students will not be penalized for university-excused absences; see [UF's excused absence policy](#).

Interactive Readings and Lectures (*Perusall*) (25%): Interactive readings and lectures will be accessed through *Perusall*, which is located in the course Canvas modules. Scores for each assignment are based on the annotations you submit on time. Based on the overall body of annotations, scores for each assignment are determined 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?](#)

Quizzes (5%): Quizzes consist of 5 multiple choice questions that follow each module. There is not time limit for the quiz.

Midterm Exam (15%): This timed, closed-book exam will draw from the course's lectures, discussions, and readings.

Final Exam (25%): This timed, closed-book exam will draw from the course's lectures, discussions, and readings.

Final Essay Project (25%): This essay requires students to use primary sources (2 newspaper articles per corresponding dates) to explore historical themes across three generations of history. develop their own arguments about US involvement in World War Two. The essay length is approximately 4-6 pages.

A. Birthday Research Essay Instructions:

Begin with **three dates**: the year of your birth, the year of one of your parents' births, and the year of one of your grandparents' births. (For example: 2000, 1969, and 1945).

Do research. Find **two newspaper articles** for each year you are studying. You will use [Proquest Historical Newspapers](#) [Links to an external site.](#) to access these sources (see instructional video for a how-to demonstration). You can feel free to use secondary sources (books written by historians) to provide context, but it is not required.

Then, in the course of doing your research, pick **one** of the following **historical themes**:

- Gender, race, patriotism, religion, nationalism, class, violence, sexuality, technology, ethnicity, immigration.
- If you would like to write on a different theme, get your instructor's approval beforehand.

Finally, in a written essay of 4-6 pages, **explain** how your sources illustrate change over time with regards to your theme. How do your sources differ from one another? In what ways are they similar?

You must quote and cite at least two sources for each year you are studying. As such, over the course of the essay you will be analyzing at least six different newspaper articles.

B. Birthday Research Paper Rubric: This essay will be evaluated on a 0-100 scale using these criteria:

1. (25 points) Thesis (Main Idea): The paper provides an excellent response to the question that the student has been asked to consider or explore. The main idea of the paper is clear, cohesive/coherent, and convincing.
2. (25 points) Structure and Organization: The paper contains an introduction, body, and conclusion. The argument advances in a manner that is easy for the reader to follow. The paper has no structural or organizational problems.
3. (25 points) Content: The content of the paper fully supports the main idea. The paper shows that the student has an excellent understanding of the readings discussed. Nearly all readings, which have bearing on the main idea of the paper, are fully discussed. Nearly all of the student's interpretations of the readings are convincing.
4. (25 points) Style, Grammar, and Mechanics: Each sentence expresses a complete thought that is easy to understand. The paper is almost entirely free of grammatical, spelling, and typographical errors. Formatting is according to instructions. All sources are properly cited.

TOTAL: 100%

Grading Scale

Letter Grade	Number Grade
A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
E	59-0

See the UF Catalog's "[Grades and Grading Policies](#)" for information on how UF assigns grade points.

Note: A minimum grade of C is required to earn General Education credit.

University Assessment Policies. Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the [Catalog](#).

Instructions for Submitting Written Assignments. All written assignments must be submitted as Word documents (.doc or .docx) through the “Assignments” portal in Canvas by the specified deadlines. Do NOT send assignments as PDF files.

Extensions & Make-Up Exams. Only the professor can authorize an extension or make-up exam, and all requests must be supported by documentation from a medical provider, Student Health Services, the Disability Resource Center, or the Dean of Students Office. Requirements for attendance and make-up exams, assignments, and other work in this course are consistent with university policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Late Submissions. Unless an extension is granted, the essay will incur a 10-point penalty for every day it is late, beginning the minute after the official deadline passes. Interactive readings and Lectures (*Perusall*) work will receive a grade of zero (F) if submitted after the deadline.

Canvas. Class announcements will be made through Canvas, and all papers **must** be turned in via Canvas. Class handouts, lecture slides, assignment rubrics, readings, study guides, a writing sample, and a copy of this syllabus are on our Canvas site. Check your Canvas inbox daily, and read all AMH 2020 Canvas announcements, which is how I communicate with the class.

Class Communication Policy

The best way to get in contact with your professor is through UF email or Canvas, listed on the front page of the syllabus. I will do my best to reply within one business day, but there may be periods when I am slower to respond due to high email volume. My schedule is pretty flexible so I can meet via Zoom whenever convenient, so long as students email me to set an appointment.

Assignment Support Outside the Classroom

You are welcome to come to regular office hours or to schedule an individual appointment with me. When needed, I also encourage you to seek support from the academic resources listed on this syllabus.

IV. Evaluations

UF course evaluation process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluera.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

V. University Policies and Resources

Students requiring accommodation

Students who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

University Honesty Policy

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 honor 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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [See the UF Conduct Code website for more information](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

Plagiarism and Related Ethical Violations

Ethical violations such as plagiarism, cheating, academic misconduct (e.g. passing off others’ work as your own, reusing old assignments, etc.) will not be tolerated and will result in a failing grade in this course. Students must be especially wary of plagiarism. The UF Student Honor Code defines plagiarism as follows: “A student shall not represent as the student’s own work all or any portion of the work of another. Plagiarism includes (but is not limited to): a. Quoting oral or written materials, whether published or unpublished, without proper attribution. b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.” We will go over this in greater detail prior to the first written assignment. Students are encouraged to reach out with any additional questions regarding what constitutes plagiarism. Note that plagiarism also includes the use of any artificial intelligence programs, such as ChatGPT.

In-class recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving

solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party-note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Procedure for conflict resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Nina Caputo (Associate Chair) (ncaputo@ufl.edu, 352-273-3379). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

Campus Resources

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the [Counseling and Wellness Center website](#) 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 the [Student Health Care Center website](#).
- University Police Department: Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.
- Student Success Initiative, <https://studentsuccess.ufl.edu/>.
- [Field and Fork Pantry](#). Food and toiletries for students experiencing food insecurity.
- [Dean of Students Office](#). 202 Peabody Hall, 392-1261. Among other services, the DSO assists students who are experiencing situations that compromises their ability to attend classes. This includes family emergencies and medical issues (including mental health crises).

Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: Visit the [Student Honor Code and Student Conduct Code webpage](#) for more information.
- On-Line Students Complaints: View the [Distance Learning Student Complaint Process](#).

Course Schedule: Due Dates for Readings and Assignments

*This schedule may change.

5/14 Module 1 Reconstruction	<ul style="list-style-type: none">- Ch.15 Reconstruction [Am. Yawp, 30 pages]- Frederick Douglass on Remembering the Civil War, 1877 [Canvas, 2 pages]- Jourdon Anderson writes his Former Enslaver, 1865 [Canvas, 2 pages]- Mississippi Black Codes, 1865 [Canvas, 2 pages]
Introduction, Module 1 assignments due before Friday Zoom session	
5/16 Module 2 Capital and Labor, 1870-1900	<ul style="list-style-type: none">- Ch. 16 Capital and Labor [Am. Yawp, 30 pages]- Andrew Carnegie, "Wealth," 1889 [Canvas, 2 pages]- George Engel, Address by a Condemned Haymarket Anarchist, 1886 [Canvas, 2 pages]- Mark Twain, The Gilded Age, 1873 [Canvas, 2 pages]
Modules 1 and 2 assignments due before Friday Zoom session	
5/19 Module 3 The West, 1870-1900	<ul style="list-style-type: none">- Ch. 17 The West [Am. Yawp, 30 pages]- Frederick Jackson Turner, "The Significance of the Frontier," 1893 [Canvas, 2 pages]- Helen Hunt Jackson, from a Century of Dishonor, 1881 [Canvas, 2 pages]- <i>Yick Wo v. Hopkins (1886)</i> [Canvas, 2 pages]
5/21 Modules 4 and 5 Life and Politics in Industrial America, 1890-1918	<ul style="list-style-type: none">- Ch. 18 Life in Industrial America [Am. Yawp, 30 pages]- Frederick Law Olmstead, "Proposal to Bouffal Park Comm," 1888 [Canvas, 2 pages]- Richard Fox, "Coney Island Frolics," 1883 [Canvas, 2 pages]- Ida B. Wells, "False Accusations, from a Red Record," 1895 [Canvas, 2 pages]- Jacob Riis, "How the Other Half Lives," 1890 [Canvas, 2 pages]- The People's Party Platform, 1892 [Canvas, 2 pages]

	- William Jennings Bryan, "Cross of Gold," 1896 [Canvas, 2 pages]
Modules 4 and 5 assignments due before Wednesday Zoom session	
5/23 Module 6 American Empire, 1865-1902	<ul style="list-style-type: none"> - Ch. 19 American Empire [Am. Yawp, 30 pages] - Congressional Speeches on Imperialism, 1900 [Canvas, 2 pages] - The Platt Amendment, 1901 [Canvas, 2 pages] - William McKinley, "Decision on the Philippines," 1900 [Canvas, 2 pages]
Memorial Day holiday, no Friday discussion section	
5/26 Module 7 The Progressive Era, 1890-1916	<ul style="list-style-type: none"> - Ch. 20 The Progressive Era [Am. Yawp, 30 pages] - George Waring, "Sanitary Conditions in New York," 1897 [Canvas, 2 pages] - John Spargo, "The Bitter Cry of the Children," 1897 [Canvas, 2 pages] - New York Times, "Review of Opening Night at Coney Island," 1904 [Canvas, 2 pages]
5/28 Module 8 WWI and the Aftermath, 1914-1919	<ul style="list-style-type: none"> - Ch. 21 WWI and Its Aftermath [Am. Yawp, 30 pages] - Chicago Defender, "Letters from the Great Migration," 1917 [Canvas, 2 pages] - <i>Abrams v. U.S. (1919)</i> [Canvas, 2 pages] - Woodrow Wilson, "The Fourteen Points," 1917 [Canvas, 2 pages]
Modules 7 and 8 assignments due before Wednesday Zoom session	
5/30 Midterm	Students will complete their Midterm using Honorlock on Canvas between 5/30-6/2.
Exam period, no Friday discussion section	
6/2 Module 9 The New Era, 1920- 1929	<ul style="list-style-type: none"> - Ch. 22 The New Era [Am. Yawp, 30 pages] - "Petting and the Campus" 1925 [Canvas, 2 pages] - Immigration Law, 1924 [Canvas, 2 pages] - The Creed of the Klanswomen, 1924 [Canvas, 2 pages]
6/4 Module 10 The Great Depression, 1929-1936	<ul style="list-style-type: none"> - Ch. 23 The Great Depression [Am Yawp, 30 pages] - Father Coughlin, "A Third Party," 1936 [Canvas, 2 pages] - Meridel Le Sueur, Women on the Bread Line, 1932 [Canvas, 2 pages] - Mrs. Henry Weddington, "Letter to President Roosevelt," 1938 [Canvas, 2 pages]
Modules 9 and 10 assignments due before Wednesday Zoom session	
6/6 Modules 11&12 WWII at Home and Abroad, 1939-1945	<ul style="list-style-type: none"> - Ch. 24, World War II [Am. Yawp, 30 pages] - "Man-on-the-Street," Bloomington, Indiana, 1941 [Canvas, 2 pages] - Charles Lindberg, "America First," 1941 [Canvas, 2 pages] - A. Philip Randolph, "Why Should We March?" 1942 [Canvas, 2 pages] - Franklin D. Roosevelt, Executive Order No. 9066, 1942 [Canvas, 2 pages] - Harry Truman announces the Atomic Bombing of Hiroshima, 1945 [Canvas, 2 pages] - <i>Korematsu v. U.S. (1944)</i> [Canvas, 2 pages]

Modules 11 and 12 assignments due before Friday Zoom session	
6/9 Module 13 The Cold War, 1945-1953	<ul style="list-style-type: none"> - Ch. 25 The Cold War [Am. Yawp, 30 pages] - George Kennan, "Containment," 1947 [Canvas, 2 pages] - Joseph McCarthy, Speech in Wheeling, WV," 1950 [Canvas, 2 pages] - The Truman Doctrine, 1947 [Canvas, 2 pages]
6/11 Module 14 Affluence and Anxiety, 1954-1968	<ul style="list-style-type: none"> - Ch. 26 The Affluent Society [Am. Yawp, 30 pages] - <i>Ladies Home Journal</i>, "Young Mother," 1956 [Canvas, 2 pages] - Southern Manifesto on Integration, 1956 [Canvas, 2 pages] - Student Nonviolent Coord Comm, "Statement of Purpose," 1960 [Canvas, 2 pages]
Modules 13 and 14 assignments due before Wednesday Zoom session	
6/13 Module 15 The Sixties	<ul style="list-style-type: none"> - Ch. 27 The Sixties [Am. Yawp, 30 pages] - John F. Kennedy, "Inaugural Address," 1960 [Canvas, 2 pages] - Lyndon B. Johnson, "Remarks on Not to Seek Re-Election," 1968 [Canvas, 2 pages] - Statement by John Kerry of Vietnam Veterans Against the War, 1971 [Canvas, 2 pages]
Module 15 (Chapter 27) assignments due before Friday Zoom session	
6/16 Module 16 The Unraveling	<ul style="list-style-type: none"> - Ch. 28 The Unraveling [Am. Yawp, 30 pages]
Wednesday (6/18) open session	
6/20 Final Exam	Students will complete their Final Exam using Honorlock on Canvas between 6/18 and 6/20.
Exam period, no Friday discussion section	