

AMH2020: United States Since 1877

Summer A 2025 (3 credits)

I. General Information

Instructor:

Name: Dr. Ethan Williamson

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Office Hours: Over zoom, by appointment

Zoom Meetings:

Section 14362: Wednesday and Friday 11:00-12:15

Section 13662: Wednesday and Friday 12:30-1:45

<https://ufl.zoom.us/j/96531940427>

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:
Content	Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social	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

	institutions, structures and processes.		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 (indicated with a [P] on the course schedule) will be available through Canvas and web links in the syllabus.

Materials Fee: \$0.00

Course Policies

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/ (<http://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>)

As this is an online class, you are responsible for observing all posted due dates and you 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.

Scheduled Zoom Discussions

This is an online course for residential UF students, not a UFO (UF online) course. This means we do have synchronous meetings over zoom twice a week, on Wednesdays and Fridays. Check your schedules to identify the correct time. We will be discussing primary sources and the broader significance of the content covered in the online lectures. Please keep up with the assigned modules each week. Participation in these meetings accounts for 5% of your grade.

Graded Components

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 Thursday nights before midnight, excepting exam weeks.
- Primary Source Interactive Readings (Perusall) are due on Sunday nights before midnight, excepting exam weeks.
- 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.

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%

Interactive Readings and Lectures

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?** (<https://support.perusall.com/hc/en-us/articles/360034824694-How-is-annotation-quality-defined-in-Perusall->)

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 two essays will incur a 10-point penalty for every day they are late, beginning the minute after the official deadline passes. Section homework will receive a grade of zero (F) if submitted after the 9:30am EDT 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.

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.bluer.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](#).

VI. Calendar

Complete all Perusall assignments and Quizzes by Friday at 11:59pm each week. Pages from the *American Yawp* online textbook chapters are approximate.

- **Week 1 (May 12th-16th)**
 - Module 1: Race and Freedom After Reconstruction, 1877-1900
 - [AY Chapter 15](#) (30 pages)
 - Module 2: Capital and Labor, 1870-1900
 - [AY Chapter 16](#) (30 pages)
 - Module 3: The West
 - [AY Chapter 17](#) (30 pages)
- **Week 2 (May 19th-23rd)**
 - Module 4: Life in Industrial America 1890-1918
 - [AY Chapter 18](#) (30 pages)
 - Module 5: Political Realignment 1890-1910
 - Module 6: American Empire
 - [AY Chapter 19](#) (30 pages)
- **Week 3 (May 26th-30th)**
 - Module 7: The Progressive Era
 - [AY Chapter 20](#) (30 pages)
 - Module 8: World War 1 and its Aftermath
 - [AY Chapter 21](#) (30 pages)
 - MIDTERM DUE
- **Week 4 (June 2nd-6th)**
 - Module 9: The New Era 1920-1929
 - [AY Chapter 22](#) (30 pages)
 - Module 10: The Great Depression 1929-1936
 - [AY Chapter 23](#) (30 pages)
 - Module 11: The Coming of World War 2 1920-1941
- **Week 5 (June 9th-13th)**
 - Module 12: World War 2 at Home and Abroad 1939-1945
 - [AY Chapter 24](#) (30 pages)
 - Module 13: The Cold War 1945-1953
 - [AY Chapter 25](#) (30 pages)
- **Week 6 (June 16th-20th)**
 - Module 14: Affluence and Anxiety 1954-1968
 - [AY Chapter 26](#) (30 pages)
 - Module 15: The Sixties 1960-1969
 - [AY Chapter 27](#) (30 pages)
 - FINAL DUE