

AMH2020: United States Since 1877
Spring 2025 (3 credits)

Meeting days and times:

T, R | Period 7 (1:55 PM - 2:45 PM); Building & Room: [Pugh 170](#)

Instructor:

Name: Kevin Bird

Office: 220 Pugh Hall

Phone: (352) 273-1077

Email: kevin.bird@ufl.edu

Dr. Bird's Available Student Office Hours:

Zoom Only-Wed. 10:30-11:30 AM & 1:30-4:00 PM

Pugh 230 or Zoom- Mon. 2:30-4:00 PM; Thurs. 10-11:30 AM

Student Office hours scheduling link: <https://calendly.com/kevin-bird/office-hours-meeting>. *If you have work, athletics, or other commitments that make it difficult for you to utilize student office hours, please let us know, and we will work with you to find an alternative meeting time.*

Discussion Sections:

Class #25284	Friday, Period 3	TUR 2350
Class #25286	Friday, Period 4	FL 0101
Class #25289	Friday, Period 5	LIT 0101
Class #25290	Friday, Period 6	MAT 0018
Class #25292	Friday, Period 7	RNK 0225
Class #25293	Friday, Period 4	LIT 0201

Teaching Assistants:

Name: Ifeoma Aneke

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Student Office Hours: TBD

Name: Alexey Kotelvas

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Name: Zachary Wilmoth

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Student Office Hours: TBD

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: Every effort will be made to teach all topics in this course as objectively as possible, treating them as subjects of analysis, without endorsement of any particular viewpoint, and consistently analyzed 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, to rely on data and verifiable sources to explore readings and subject matter in this course, and also to consider their classmates' analysis. All informed and respectful perspectives will be considered in class and the online discussions, as we endeavor to learn from one another, factor in a range of insights, and examine presuppositions.

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 I, and World War II 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.

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 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. Students will identify and explain key developments that shaped United States history since 1877 in written assignments and class discussion.
Communication	Communication is the development and expression of ideas in written and oral forms.	Outcomes 1-4	Students will demonstrate their understanding of the primary ideas, values, and perceptions that have shaped United States history and will describe them

in written assignments,
exams, and class discussion.

Required Readings, Grading, and Expectations

Required Materials (Free access via the web and UF Library access)

- *American Yawp* Textbook (freely available on the web):
<https://www.americanyawp.com/index.html>)
- Ortiz, Paul. 2005. *Emancipation Betrayed: The Hidden History of Black Organizing and White Violence in Florida from Reconstruction to the Bloody Election of 1920*. Berkeley: University of California Press (UF Library access is available).
<https://www.jstor.org/stable/10.1525/j.ctt1pn57b>

All Materials will be available at no additional cost:

In addition to the *American Yawp* text and *Emancipation Betrayed*, other primary and secondary sources will be available through Canvas and web links in the syllabus.

Materials Fee: \$0.00

Graded Components

Attendance and Participation-20%

Reading Journal/Discussion Posts-15%

US Map, World Map, Constitution, and other in-class Quizzes-5%

Midterm-25%

Final Exam-35%

Grading Scale

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; F = 59-0

All grades .5 points or above the whole number will be rounded up (i.e., 89.5 will be rounded up to 90).

UF Grading and Grade Point Policies: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Course Requirements, Expectations, and Other Information

Be advised: A minimum grade of C is required for General Education credit in this class.

Attendance, Participation, and Reading Journals: 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>. Excelling in this course will require you to show up on time, with an attitude to think and learn, i.e., be an engaged reflective learner. Plan on attending all lectures, reading the assigned material in preparation for class, sharing your thoughts, and hearing insights from others. Reading and referring back to the free online *American Yawp* textbook, *Emancipation Betrayed*, and other assigned readings before and after our classes will provide background knowledge and a reference while we explore topics with greater specificity. Your attendance, other monitoring of your participation, and Reading Journals are meant to ensure your engagement with the topics of this course and will factor into your final grade. Showing up ready to learn, discuss, and give a good effort in other ways will benefit your grade; likewise, lapses in attendance and in-class or Canvas-based discussions, completing the assigned reading, and completing your weekly reading journal/discussion post will diminish your final grade precipitously. Do not expect extra credit later in the semester to compensate for a lack of or inconsistent engagement on your part.

Attendance at your Friday Discussion Section will factor directly into an Attendance Grade according to a percentage metric. A 90% or greater for Friday Discussion Sections will be rounded up to 100% at the end of the semester. Friday Discussion Section Attendance percentages lower than 85% will result in additional manual deductions per half-letter grade increments of your final course grade, thus affecting a final grade with increasing severity. Students with lower than 75% attendance should plan on withdrawing from the class.

Additionally, missing more than two Tuesday or Thursday class meetings will likely reduce your final grade. Unannounced In-Class Quizzes will be given throughout the semester, factoring into your participation grade. Up to two of these Unannounced In-Class Quizzes will be dropped at the end of the semester.

Please help me reduce the number of emails we exchange about common/"routine" excused absences as much as possible by speaking with your Discussion Section Instructor first, after class, when possible, and proceeding to the Excused Absence Assignment in your Module Section for instructions on making up your credit. This will allow me to spend more time advising and getting to know students like yourself. Once you have done the above, you are welcome to email us a reminder to load up your credit. Any emails should have "Excused Absence" and the date of your absence in the subject line of the email. Ex., Excused Absence for 10.28.2025.

Excused Absences include documented treatment by a medical professional or documented pre-approved participation in an official UF event (UF Athletics and some official university/college events). Again, after speaking at the conclusion of class (when possible), you will generally submit documentation from the UF Infirmary, other Doctors, or official pre-approved events directly on Canvas. Having done such, you will only then send an email with "Excused Absence" and the date of the absence in the email subject line for your Discussion Section Instructor or to load up your credit.*

Canvas Expectations: This course will require students to engage the Canvas portion of this course, including primary sources, PowerPoint slides posted for students' benefit, quizzes and exams, and weekly Reading Journals/Discussion prompts posted in each week's module. Students will generally submit weekly (usually a 250-word minimum) Reading Journal/Discussion Post responses, usually by Thursday @ noon, identifying essential concepts and exploring connections within the class readings and contemporary events. See the instructions in the Modules Section for writing instructions. Finally, 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.

Classroom Expectations: Courteous and appropriate classroom behavior is always expected, including punctuality. Since this class will require active engagement, students should avoid such offensive behavior as text messaging, unrelated phone or laptop activity, working on assignments for other classes, talking with neighbors about unrelated matters, and, if possible, coming to class late or leaving before class is over. Also, keep in mind that the University of Florida prohibits any form of discrimination or sexual harassment among students, faculty, and staff. For further information, see the Human Resources Policies webpage on the College's website.

Exams: Your mid-term and second exams will draw from the readings and our class times. Exams will consist of multiple-choice and essay questions. **Final Exam: Pugh 170 12/11/2025 @ 3:00 PM - 5:00 PM**

Quizzes: Students will have a series of unannounced quizzes on Tuesdays and Thursdays to monitor attendance. Making up credit for these unannounced quizzes will be possible at the discretion of the professor when a student has a qualified, documented excuse. Students will also have several scheduled quizzes to ensure basic understanding of pertinent geography and historical timelines.

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, UF Athletics, 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 may receive a grade of zero (F) if submitted after the due date.

Technology in the Classroom: To respect a wide range of learning styles, I will permit the use of tablets and laptops in class so long as they do not distract you or your fellow students. However, abuses of this technology policy will be taken seriously. Students disrupting the lecture may be asked to leave, and anyone caught using tablets or laptops for purposes unrelated to the course during a discussion section will receive an unexcused absence and a failing participation grade for that meeting. Cellphones should be on vibrate.

Communication Policy: The best way to get in contact with your professor or TA is after class, and then using your and our UF emails, listed on the front page of the syllabus. We will do our best to reply

within several business days, but there may be periods when we are slower to respond due to high email volume. Please also note that we will not answer emails at night, over weekends, or during university-scheduled holidays. Finally, when you email Dr. Bird, please carbon copy (cc) your TA to streamline communication.

Assignment Support Outside the Classroom: You are welcome to come to regular student office hours or to schedule an individual appointment with your professor or TA. When needed, I also encourage you to seek support from the academic resources listed on this syllabus.

Instructional 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-uf1.bluera.com>

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

University Policies and Resources

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 using AI generated text or other sentient or non-sentient plagiarism, cheating, and other 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 that in whole or in part is identical or substantially identical to a document or assignment not authored by the student. Students are encouraged to reach out with any additional questions regarding what constitutes plagiarism. Note that plagiarism includes the use of any artificial intelligence programs, such as ChatGPT. All work will be loaded in Turnitin, and any unoriginal/plagiarism score higher than 20 percent must be resubmitted and achieve a score lower than 20 percent. Instances of cheating include a student getting their main points from another student or an uncited source, and AI-aided essay composition.

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 from 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:

- **UF Disability Resource Center:** 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.
- **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 compromise 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.

Class Schedule:

Assignments and dates are subject to change; the instructor will provide advance notice of changes during class time.

Week One: August 21, 22

Class Introductions

- Ensure your access to [American Yawp](#) & [Emancipation Betrayed](#) in preparation for upcoming weeks. [American Yawp AMH 2020.pdf](#); <http://www.americanyawp.com/>; <https://www.jstor.org/stable/10.1525/j.ctt1pn57b>
- Compose a Reading Journal/Discussion Post introducing yourself and responding to **1 section** of your choice of American Yawp, Chapter 30. *Ch. 30 includes sections I-X [10,597 words], but this week's assignment only requires you to read 1 section from Section II – Section X.*
- To improve your study habits, consider using the "How to Study" 5-part resource. The Part 1 video can be found @ <https://www.youtube.com/watch?v=RH95h36NChI&list=PL338ADF5641FE7711>

Week Two: August 26, 28, 29

Reconstruction: The Battle for Citizenship and Democracy, the 1860s and 1870s

- [*American Yawp* \(AY\)](#): Chapter 15 sections I-V [6,779 words]
- [*Emancipation Betrayed*](#), Preface [pgs. xiii-xxii]; Prologue [pgs. 1-8]; and Chapter 1 [pgs. 9-32].
- Compose a Reading Journal/Discussion Post in Canvas by August 28, 2025, @ 12:59 PM in preparation for your August 28 & 29 class meeting. See Canvas Modules for this and future Reading Journal/Discussion Post dates.
- A Canvas-based Pre-course Assessment (a previous semester's Midterm) of your pre-existing historical knowledge will be available this week. This Pre-course Assessment is meant to guide your study for this course. The grade for the Pre-course Assessment will load up as your Midterm grade initially, but your actual In-class Multiple Choice Midterm grade will replace the Pre-course Assessment.

Week Three: September 2, 4, 5

Reconstruction: The Battle for Citizenship and Democracy pt. 2, the 1870s, 1877

- [*American Yawp* \(AY\)](#): Chapter 15 VI-VII [2,299 words]; and choose from either [*Emancipation Betrayed*](#) Chapter 2 [pgs. 33-60] **or** Chapter 3 [pgs. 61-84].

Week Four: September 9, 11, 12

The People's Party/Populists, Unions, Big Business, and Jim Crow: The Battle for Citizenship and Democracy pt. 3, 1877 continued, and the 1880s and 1890s

- *AY*: Chapters 16 I-V [5,559 words]; 20 VI [2,622 words]; and *Emancipation Betrayed*, Chapter 5 [101-127].

Week Five: September 16, 18, 19

Western & International Expansion: The Making of an American Empire, the late-1800s; 1893 and 1898

- *AY*: Chapter 17 I-III [3,436 words]; V-VI [2,735 words]; Chapter 19 I-III [3,308 words]; and Chapter 20 I-III [4,027 words]; and **one of the following American Yawp Chapter 17, 19, or 20 primary sources**: a) *AY* (Ch. 17) Primary Source: [Chief Joseph on Indian Affairs, 1877, 1879](#) [1,048 words]; b) *AY* (Ch. 17) Primary Source: [Turning Hawk and American Horse on the Wounded Knee Massacre, 1890/1891](#) [911 words]; **or** all of the following c) [School Begins, 1899](#) [image]; ["Declined With Thanks," 1900](#) [image]; [Philippines as a bridge to China](#) [image]; [What's for dinner?](#) [image].
- **September 19, US Map Quiz** – in your regular Friday Discussion Section class and meeting time

Week Six: September 23, 25, 26

WW I and the Post-WW I context: the Making of an American Empire pt. 2, the early 1900s

- *AY*: Chapter 21 I-IV, VII-VIII [3,600 words]; and choose from either *Emancipation Betrayed*, Chapter 6 [pgs. 128-141] **or** 7 [pgs. 142-170]
- **September 26, World Map Quiz** – in your regular Friday Discussion Section class and meeting time

Week Seven: September 30, October 2, 3

Midterm on Friday of this Week

The Roaring Twenties: Boom and Bust Economies set the stage for the twentieth century, the 1920s

- Tuesday, September 30, AY: Chapter 23 I-II [1,548 words].
- Thursday, October 2, *Emancipation Betrayed*, Chapter 9 [pgs. 205-228].
- **October 3, Midterm Multiple Choice and Short Answer (Requires LockDown Browser, Download ahead of time)** - in your regular Friday Discussion Section class and meeting time
- **October 5, Take-home Midterm Essay Upload due @ 11:59 PM.**

Week Eight: October 7, 9, 10

The Great Depression: Boom and Bust Economies set the stage for the twentieth century pt. 2, the 1920s and 1930s

- AY: Chapter 23 IV-XI, XIII [6,860 words]; and the *Blues+ Playlist Assignment*

Week Nine: October 14, 16 (Oct. 18, UF Homecoming, NO CLASS)

World War II: From American Empire to World Superpower in the 1940s

- AY: Chapter 24 I-IX, XI [8,460 words]; and **one of the following** D-Day Oral Histories: a) [Track 1 GIs in Britain \[7:20 minutes\]](#); b) [Track 2 Night drop into Normandy \[6:33 minutes\]](#); c) [Track 3 Utah Beach and Omaha Beach \[5:38 minutes\]](#); d) [Track 4 \(Trouble on\) Omaha Beach \[7:12 minutes\]](#).

Week Ten: October 21, 23, 24

Post-WW II American & the Cold War: America as a World Superpower pt. 2 in the 1950s

- AY: Chapters 25 I-III [4,166 words]; and 26 I-II [2,148 words], and **one of the following**: a) David Halberstam's *The Fifties* [Ch. 1 Presidential Politics](#) [17 pgs.]; b) DH's *The Fifties* [Ch. 11 TV & McDonalds](#) [18 pgs.]; c) DH's *The Fifties* [Ch. 15 Lucille Ball](#) [8 pgs.]; d) DH's *The Fifties* [Ch. 42 TV, Commercials, and Marketing](#) [15 pgs.]; e) DH's *The Fifties* [Ch. 46 The CIA and Cuba](#) [11 pgs.]; f) [A short documentary \(24 minutes, or 1:00-19:40 for a shortened excerpt\) on the \(anti-gay\) Florida John's Committee \(UF, FSU, USF\)](#)
- **October 31, Constitutional Amendment Quiz** – in your regular Friday Discussion Section class and meeting time

Week Eleven: October 28, 30, 31

America's Second Reconstruction: The Civil Rights Movement's Battle for Citizenship and Democracy in the 1950s and 1960s

- AY: Chapters 26 III-IV [2,205 words]; 27 I-III [2,949 words]; and [The Prologue and Chapter 1 of Danielle McGuire's, *At the Dark End of the Street*](#) [54 pgs.] (***Be advised**, McGuire describes an alarming instance of sexual assault, if reading such would be triggering to you, you may skip over McGuire's coverage of this event and/or contact Dr. Bird or your Discussion Section Instructor if you have any questions, concerns, and/or would like to discuss substituting other readings for this week. If possible, please give your instructor several days of notice if you would like to discuss these options.)

Week Twelve: November 4, 6, 7

America's Second Reconstruction and Beyond: Politics and the Rights Revolution in the 1960s and 1970s

- *AY*: Chapter 27 IV-VIII [4,895 words], the *1960s Protest Playlist Assignment*, and **choose several Vietnam veterans' testimonies/reflections found here: [Vietnam Oral Histories](#)** [most are 1 or fewer pages.]

Week Thirteen: (Nov. 11, Veterans Day, NO CLASS) November 13, 14

The Rise of the Political Right & the 1980s: Setting the stage for the 2020s in America

- *AY*: Chapter 29 I-II, IV-V, XI [4,616 words]; and **Option 1 or Option 2. Option 1: one chapter of David Colburn's *Yellow Dog Democrats to Red State Republicans* (Florida): a) [Ch. 5 Middle-Class Migration and an Emerging Hispanic Presence](#) [15 pgs.]; b) [Ch. 6 Holding back the Republican Tide, but How Long?](#) [16 pgs.]; -or- **Option 2: The following (5) primary sources:** a) [Ronald Reagan's Neshoba County Fair Presidential Candidacy Announcement \(+ local context\)](#) [6 pgs.]; b) [Southern Politics, Atwater](#) [½ pg.] & [Southern Politics, Wyman](#) [½ pg.]; c) *AY* [Primary Source: Pat Buchanan on the Culture War, 1992](#) [1 pg.]; d) *AY* [Primary Source: Jerry Falwell on the "Homosexual Revolution," 1981](#). [1 pg.]**
- *An audio recording of the above-listed Ronald Reagan's speech can be accessed at: <http://collections.msdl.org/digital/collection/neshoba/id/6/>

Week Fourteen: November 18, 20, 21

The Recent Past: Setting the stage for America pt. 2, the 2020s

- *AY*: In addition to re-reading the one section of Chapter 30 [10,597 words] you chose in Week 1, read two more sections from Section II – Section X; and **Option 1 or Option 2. Option 1: another chapter of David Colburn's *Yellow Dog Democrats to Red State Republicans* (Florida). a) [Ch. 8 The Presidential Election of 2000](#) [17 pgs.]; b) [Ch. 9 21st Cent Politics in Florida](#) [23 pgs.]; -or- **Option 2: the following (5) sources.** a) [Bill Clinton, NAFTA, & Deregulation](#) [1 pg.]; b) [Supply Side Jesus \(U.S. politics & religion\)](#) [6 pgs.]; c) [Obergefell v. Hodges, 2015](#) [1 pg.]; d) [Law and Order Speech & Tweets- Donald Trump](#) [9 pgs.]; e) [Dobbs v. Jackson Women's Health Organization](#) [11 pgs., but, you are welcome to scan].**

Week Fifteen: Thanksgiving Break

- No Reading Due

Week Sixteen: December 2 (Last Day of Class) (Dec. 4 & 5, Reading Days, NO CLASS)

The 2020s in America

- *AY*: Read 1 additional section of Chapter 30 [10,597 words], Section II – Section X. This will be your fourth overall section that you will be choosing from this chapter, spanning Week Fourteen and Week Sixteen.

Week Seventeen: Second Exam Essay Upload Deadline is Dec. 8 @ 11:59 PM

Second Exam Multiple Choice Portion on Dec. 11 @ 3 PM - 5 PM

Semester Calendar

Important Dates

Classes Begin

Withdrawal from All Fall Courses with No Fee Liability

Withdrawal with 25% Refund (W assigned to all Spring courses.)

Drop Deadline (W assigned to individual course(s). Drops of individual courses must be approved by the student's college.)

Withdrawal Deadline (W assigned to all Spring courses.)

Withdraw from All Fall Courses after the Withdrawal Deadline (Students must petition their college with appropriate documentation for approval to withdraw from all courses.)

Classes End

Reading Days (no classes)

Final Exam @ Pugh 170, 3:00 PM - 5:00 PM

Final Grades Available (transcript view, on ONE.UF⁴)

Holidays (no classes)

Breaks (no classes)

August 21

August 27

September 12

November 17

November 17

**November 18 -
December 3**

December 3

December 4 - 5

December 11

December 17

**Sept. 1: Labor
Day**

**Oct. 17-18: UF
Homecoming**

**Nov. 11: Veterans
Day**

**Nov. 24 - 29:
Thanksgiving
Break**