

AMH2020: United States Since 1877

Spring 2026 (3 credits)

I. General Information

Meeting days and times: T/Th 9:35AM-10:25AM

Class location: CSE A101

Instructor:

Name: Dr. Blake Strickland

Office: Keene-Flint 233

Phone: 352-273-3370

Email: mbstrickland@ufl.edu

Office Hours:

T 1:40-2:40; Th 1:40-2:40

Teaching Assistants:

Name: Kristen Heymer

Email: kheymer@ufl.edu

Name: Rutendo Rangisi

Email: rutendo.rangisi@ufl.edu

Name: Austin Nelsen

Email: austinnelsen@ufl.edu

Name: Zachary Wilmoth

Email: zwilmoth@ufl.edu

Meeting Times and Sections (Fridays):

Class Number	Friday Meeting Time	Location	TA
18166	3 rd period (9:35-10:25)	MAT 0018	TBA
18167	7 th period (1:55-2:45)	MAT 0103	TBA
18168	7 th period (1:55-2:45)	TUR 2342	TBA
18169	4 th period (10:40-11:30)	MCCA G186	TBA
18170	6 th period (12:50-1:40)	ROL 0205	TBA
18171	4 th period (10:40-11:30)	WEIL 0234	TBA
24911	3 rd period (9:35-10:25)	WEIM 1084	TBA

24913	6 th period (12:50-1:40)	MAT 0016	TBA
-------	-------------------------------------	----------	-----

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

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 and Behavioral Sciences (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](#).

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 and Behavioral Sciences (S)

CATEGORY	SOCIAL SCIENCE SLOS	STATE SLO ASSIGNMENTS	COURSE-SPECIFIC
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	Outcomes 1-4	Students will demonstrate their ability in applying qualitative and quantitative methods by analyzing primary and secondary sources in short papers, homework

	and analyze ethical perspectives in individual and societal decisions.		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 – accessed at <http://www.americanyawp.com/>.

Other readings are noted in the course schedule below and will be available on Canvas.

Grading Components

Category	Weight
Disc. Attendance	10%
Disc. Participation	10%
Midterm Exam	20%
Final Exam	25%
Final Paper	25%
Special Collections Paper	10%

Attendance and Participation: Your attendance in lectures and discussion sections is mandatory. While it is not feasible to take attendance during lecture, your TA will maintain attendance records for all discussion sections. Participation in the course is assessed based on your analysis of primary sources, the textbook readings, and discussions. This grade will be assessed by your TA.

Excellent (90-100%): Attends at least 95% of classes (no more than 1-2 absences), participates in 80-100% of discussions, and consistently engages with peers in a meaningful way.

Good (80-89%): Attends 85-94% of classes (3-4 absences), participates in 60-79% of discussions, and demonstrates a solid understanding of the material.

Fair (70-79%): Attends 75-84% of classes (5-6 absences), participates in 40-59% of discussions, but contributions may be less frequent or lack depth.

Poor (60-69%): Attends 60-74% of classes (7-8 absences), participates in 20-39% of discussions, and shows limited engagement.

Failing (0-59%): Attends less than 60% of classes (more than 8 absences), participates in fewer than 20% of discussions, or shows little to no engagement.

Midterm/Final Exam: Your midterm and final will have a combination of IDs, short responses, and essay questions. We can discuss the specifics the closer we get to these exams.

Special Collections Paper: You will visit Special Collections during your discussion section on Friday, April 10. During this visit, the rare books curator and other librarians will show you a variety of documents related to U.S. history. You must choose one of those primary sources to write an essay (500 words). You must analyze that source, not summarize.

Special Collections Paper: You will visit Special Collections in Smathers Library on April 10 with your TA during discussion section. During that session, you will be shown a variety of documents pertaining to U.S. history. You must select a source and write a 500-word analysis of that source. You must identify the source and analyze (not summarize) the content. What does this teach us about U.S. history? How does it fit within the time period in which it was created? (You will have to draw on previous content from the course). You must submit this as a Word document on Canvas.

Final Essay: This essay is an exercise in historical research, synthesis, and writing. A rubric for this assignment is on Canvas and attached to this syllabus.

Academic analysis nearly always begins with some type of close reading: of texts, of data, of images, etc. In this essay you will develop your close reading skills and work on building an argument using the evidence you find. You can think of a close reading essay as developing in three phases:

1. **Observation:** As you read your sources, notice formal elements and nuances of the text such as tone, phrasing, imagery, word choice, etc. Noticing things leads to interpretation.
2. **Interpretation:** Draw inferences from your observations and explain what your observations might mean in context. As you process your interpretations, you will develop an argument.
3. **Argument:** The outcome of a close reading is a coherent argument based on the interpretations derived from your observations. Your argument will be based on evidence in the form of quotations and examples from the text.

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](#), 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.

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

All non-whole number grades .5 and above will be rounded up (for example, an 89.5 will be rounded up to a 90)

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.

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 Canvas announcements.

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. No computers or laptops are allowed on exam days, and those who repeatedly violate the technology policy will be barred from bringing laptops and tablets to class. Cellphones should be on vibrate.

Class Communication Policy

The best way to get in contact with your professor or TA is through our UF emails, listed on the front page of the syllabus. We will do our best to reply within one business day, 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 the professor, please carbon copy (cc) your TA to streamline communication.

Assignment Support Outside the Classroom

You are welcome to come to regular 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.

AI Policy

It is NEVER appropriate to use AI for assignments in this class. That is up to and including all of the following:

- ✗ Use an AI chatbot as a writing partner to help generate and develop ideas
- ✗ Ask generative AI to write an essay and submit that essay as your own work
- ✗ Write an essay then ask AI to sharpen the language but not modify, add to, or replace the main points
- ✗ Write an essay then ask AI to add additional points
- ✗ Ask AI to summarize a book or article then reproduce that summary in your own essay

If you are ever uncertain about whether you are using technology appropriately for this course, please ask your TA or Professor. Any student caught using generative AI for assignments in this course will receive a referral to the Dean of Students Office.

IV. University Policies and Resources

University Policies

This course complies with all UF academic policies. For information on those policies and for resources for students, please see [this link](#).

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 Seth Bernstein (Associate Chair) (sethbernstein@ufl.edu, 352-273-3399). 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).

V. Calendar

T 1/13	Lecture
Course Introduction & Reconstruction	
Th 1/15	Lecture
Course Introduction & Reconstruction	- Ch.15 Reconstruction [p. 402-434]
F 1/16	Discussion Section
Course Introduction & Reconstruction	- Jourdon Anderson writes his Former Enslaver, 1865 [p. 287-288] - Mississippi Black Codes, 1865 [p. 291-293] - Frederick Douglass on Remembering the Civil War, 1877 [p. 300-301]
T 1/20	Lecture
Capital and Labor, 1870-1900	
Th 1/22	Lecture
Capital and Labor, 1870-1900	- Ch. 16 Capital and Labor [p. 1-27]
F 1/23	Discussion Section
Capital and Labor, 1870-1900	- Andrew Carnegie, "Wealth," 1889 [p. 14-15] - George Engel, Address by a Condemned Haymarket Anarchist, 1886 [p. 16-18] - Mark Twain, The Gilded Age, 1873 [p. 19-20]
T 1/27	Lecture
The West, 1870-1900	- Ch. 17 The West [p. 28-55]
Th 1/29	Lecture
The West, 1870-1900	
F 1/30	Discussion Section
The West, 1870-1900	- Frederick Jackson Turner, "The Significance of the Frontier," 1893 [p. 37-38] - Helen Hunt Jackson, from a Century of Dishonor, 1881 [p. 43-44] - <i>Yick Wo v. Hopkins (1886)</i> [p. 45-47]
T 2/3	Lecture
Life in Industrial America, 1890-1918	- Ch. 18 Life in Industrial America [p. 56-81]

Th 2/5 Life in Industrial America, 1890-1918	Lecture
F 2/6 Life in Industrial America, 1890-1918	<p>Discussion Section</p> <ul style="list-style-type: none"> - Frederick Law Olmsted, <i>Proposal to Bouffal Park Commissioners</i>, 1888 [p. 54-56] - Jacob Riis, "How the Other Half Lives," 1890 [p. 57-60] - Richard Fox, "Coney Island Frolics," 1883 [p. 61-63]
T 2/10 Political Realignments, 1890-1910	Lecture
Th 2/12 Political Realignments, 1890-1910	Lecture
F 2/13 Political Realignments, 1890-1910	<p>Discussion Section</p> <ul style="list-style-type: none"> - Alex Manley and the 1898 Wilmington Race Riot [p. 64-65] - Ida B. Wells, "False Accusations, from a Red Record," 1895 [p. 52-53] - The People's Party Platform, 1892 [p. 18-22] - William Jennings Bryan, "Cross of Gold," 1896 [p. 66-67]
T 2/17 American Empire, 1865-1902	<p>Lecture</p> <ul style="list-style-type: none"> - Ch. 19 American Empire [p. 82-108]
Th 2/19 American Empire, 1865-1902	Lecture
F 2/20 American Empire, 1865-1902	<p>Discussion Section</p> <ul style="list-style-type: none"> - Congressional Speeches on Imperialism, 1900 [p. 69-72] - The Platt Amendment, 1901 [p. 73-74] - William McKinley, "Decision on the Philippines," 1900 [p. 75-76]
T 2/24 The Progressive Era, 1890-1916	<p>Lecture</p> <ul style="list-style-type: none"> - Ch. 20 The Progressive Era [p. 109-139]
Th 2/26 The Progressive Era, 1890-1916	Lecture
F 2/27 The Progressive Era,	<p>Discussion Section</p> <ul style="list-style-type: none"> - George Waring, "Sanitary Conditions in New York," 1897 [p. 81-82]

1890-1916	<ul style="list-style-type: none"> - John Spargo, "The Bitter Cry of the Children," 1897 [p. 83-84] - New York Times, "Review of Opening Night at Coney Island," 1904 [p. 85-86]
T 3/3 WWI and the Aftermath, 1914- 1919	<p>Lecture</p> <ul style="list-style-type: none"> - Ch. 21 WWI and Its Aftermath [p. 140-162]
Th 3/5 WWI and the Aftermath, 1914- 1919	<p>Lecture</p>
F 3/6 WWI and the Aftermath, 1914- 1919	<p>Discussion Section</p> <ul style="list-style-type: none"> - Chicago Defender, "Letters from the Great Migration," 1917 [p. 87-90] - <i>Abrams v. U.S. (1919)</i> [p. 91-92] - Woodrow Wilson, "The Fourteen Points," 1917 [p. 93-95]
T 3/10 Midterm Review	<p>We will review important themes or ideas for your midterm.</p>
Th 3/12 Midterm	<p>Students will complete their Midterm.</p>
F 3/13 Discussion Sections Canceled	<p>No Class/Discussions Have a wonderful Spring Break!</p>
M-F 3/16-3/20 Spring Break	<p>No Class!</p>
T 3/24 The New Era, 1920- 1929	<p>Lecture</p> <ul style="list-style-type: none"> - Ch. 22 The New Era [p. 163-191]
Th 3/26 The New Era, 1920- 1929	<p>Lecture</p>
F 3/27 The New Era, 1920- 1929	<p>Discussion Section</p> <ul style="list-style-type: none"> - "Petting and the Campus," 1925 [p. 99-100] - Immigration Law, 1924 [p. 101-102] - The Creed of the Klanswomen, 1924 [p. 103-104]
T 3/31 The Great Depression, 1929-1936	<p>Lecture</p> <ul style="list-style-type: none"> - Ch. 23 The Great Depression [p. 192-224]

Th 4/2 The Great Depression, 1929–1936	Lecture
F 4/3 The Great Depression, 1929–1936	<p>Discussion Section</p> <ul style="list-style-type: none"> - Bob Stinson, "Flint Sit-Down Strike," 1936 [p. 105-107] - Father Coughlin, "A Third Party," 1936 [p. 108-110] - Meridel Le Sueur, Women on the Bread Line, 1932 [p. 111-112] - Mrs. Henry Weddington, "Letter to President Roosevelt," 1938 [p. 113-114]
DUE: Final Paper	
T 4/7 WWII Era, 1920–1945	<p>Lecture</p> <ul style="list-style-type: none"> - Ch. 24, World War II [p. 225-256]
Th 4/9 WWII Era, 1920–1945	Lecture
F 4/10 Special Collections Visit	<p>Visit to Special Collections during Discussion Sections Students must meet their TA in Room 100 in Smathers. Be on time so the librarian can promptly begin their informational session.</p> <p>Read:</p> <ul style="list-style-type: none"> - Charles Lindberg, "America First," 1941 [p. 157-158] - A. Philip Randolph, "Why Should We March?" 1942 [p. 159-160] - Franklin D. Roosevelt, Executive Order No. 9066, 1942 [p. 163-164] - <i>Korematsu v. U.S. (1944)</i> [p. 161-162]
T 4/14 The Cold War, 1945– 1953	<p>Lecture</p> <ul style="list-style-type: none"> - Ch. 25 The Cold War [p. 257-287]
Th 4/16 The Cold War, 1945– 1953	Lecture
F 4/17 The Cold War, 1945– 1953	<p>Discussion Section</p> <ul style="list-style-type: none"> - Harry Truman announces the Atomic Bombing of Hiroshima, 1945 [p. 168-170] - George Kennan, "Containment," 1947 [p. 171-173] - Joseph McCarthy, Speech in Wheeling, WV," 1950 [182-183] - The Truman Doctrine, 1947 [177-178]
T 4/21 Affluence and Anxiety, 1954–1968	<p>Lecture</p> <ul style="list-style-type: none"> - Ch. 26 The Affluent Society [p. 288-313] - MLK, "Letter from Birmingham Jail" [p. 205-208] - Rosa Parks on Life in Montgomery [p. 212-214] - <i>Brown v. Board</i> [p. 203-204]
DUE: Special Collections Paper [Canvas Only]	

M 4/27
3:00-5:00PM

Students will complete their Final Exam