

# AMH2020: United States Since 1877

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Spring 2026 (3 credits)

## I. General Information

**Meeting days and times:** M, W 11:45 AM - 12:35 PM

**Class location:** Pugh 170

**Instructor:**

**Name:** Dr. Steven Noll

**Office:** Keene-Flint 217

**Phone:** 352-273-3380

**Email:** [nolls@ufl.edu](mailto:nolls@ufl.edu)

**Office Hours:** MW 9-11 AM

**Teaching Assistants:**

**Name:** Weilan Ge

**Email:** [weilange@ufl.edu](mailto:weilange@ufl.edu)

**Name:** Suzanne Skinner

**Email:** [sskinner2@ufl.edu](mailto:sskinner2@ufl.edu)

**Name:** Ryan James Sheehan

**Email:** [ryansheehan@ufl.edu](mailto:ryansheehan@ufl.edu)

**Name:** Cole Foreman

**Email:** [k.c.foreman@ufl.edu](mailto:k.c.foreman@ufl.edu)

**Meeting Times and Sections (Fridays):**

Class Number	Friday Meeting Time	Location	TA
25137	3 <sup>rd</sup> period (9:35-10:25)	TUR 2318	TBA
25138	4 <sup>th</sup> period (10:40-11:30)	MAT 0010	TBA
25139	5 <sup>th</sup> period (11:45-12:50)	MAT 0114	TBA

25140	6 <sup>th</sup> period (12:50-1:40)	MAT 0116	TBA
25141	7 <sup>th</sup> period (1:55-2:45)	MAT 0116	TBA
25142	3 <sup>rd</sup> period (9:35-10:25)	MAT 0009	TBA
25143	4 <sup>th</sup> period (10:40-11:30)	LIT 0237	TBA
25144	5 <sup>th</sup> period (11:45-12:50)	MAT 0018	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
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Content	<p>Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.</p>	Outcomes 1-4	<p>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.</p>
Critical Thinking	<p>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.</p>	Outcomes 1-4	<p>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.</p>
Communication	<p>Communication is the development and expression of ideas in written and oral forms.</p>	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,</p>

			exams, and class discussion.
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### III. Graded Work

#### Required Materials

American Yawp- accessed at <http://www.americanyawp.com/>.

Douglas Blackmon. *Slavery by Another Name: The Re-Enslavement of Black Americans from the Civil War to World War II*. Anchor Books, 2008.

James West Davidson and Mark Hamilton Lytle. *After the Fact: The Art of Historical Detection*. McGraw Hill, 2010. (Given in schedule as AFT)

Nancy Hewitt and Kirsten Delegard. *Women, Families, and Communities: Readings in American History*. Volume 2. Pearson, 2007. (Given in schedule as WFC)

#### Grading Components

Category	Weight
Readings	10%
Quizzes	15%
Midterm	20%
Book Analysis Paper	20%
Final Blog Assignment	25%
TA Participation	10%

**Readings:** For every week that you have assigned readings from Women, Families, and Communities (called WFC in the syllabus) and After the Fact (called ATF in the syllabus, you will turn in on Friday a short one-page summary and analysis of the WFC readings (no need to write on the textbook readings) for that week. These summaries will all be turned in on Canvas. You will receive either a 1 or a .5 (or a 0!) for each week's assignment. The total points you can earn for this assignment is 10. More on this as the semester progresses.

Why this assignment? These are assigned to ensure that you are doing the readings that will be discussed in TA sections.

**Quizzes:** There will also be seven quizzes given throughout the semester. They will be short in duration (5-10 minutes) and consist of multiple-choice questions dealing mainly with the issues raised in class and the text. Only six quizzes will be counted into the final grade averaging, I will drop the lowest grade.

Why this assignment? These quizzes are given to ensure that you are keeping up on the

class narrative and have a working knowledge of the subject matter. They will also be done on Canvas.

**Midterm:** The midterm exam will be due on March 13 at the mid-point of the semester. It will be an online exam composed of both essay questions and short-answer identifications which will be given to you beforehand. The exam will be completed on Canvas and turned in that way.

Why this assignment? The midterm is in this form to ensure students know the class material up to that point and also that they can write about that material in a clear and persuasive manner.

**Book Analysis Paper:** You will have to write an analysis paper on the assigned book, to be 4-6 pages in length. The paper will be due through Canvas on April 10 at 11:59 PM. Instructions on the paper will be posted on the front page of Canvas by the beginning of the course.

Why this assignment? The paper is assigned to ensure that students read the book. It also is designed to measure student writing ability over this length of an assignment and their capacity to engage with the prompt in a coherent and literate fashion.

**Final Blog Assignment:** There will be no final exam for the class. Instead, you will construct a blog though with Word or a PDF that will focus on a topic you choose dealing with course content and its interaction with issues raised throughout the course. Much more on this as the semester progresses. The blog shell with a sample blog that I have developed can be found on the front page of our class Canvas site.

Why this assignment? Getting students engaged in the course can be difficult. During the pandemic, I decided to try this type of assignment for the final, rather than a final exam that mirrored the midterm. Students responded very well to this and produced blogs that were insightful, interesting, and tied to course content. I hope this trend will continue this semester. Due Thursday, April 29 at 11:59 PM.

**TA Participation:** Students will receive up to 10 points for participating in Friday TA discussions. This part of the grade will be given by your TA. Participation means 1. Coming to section 2. Coming to section prepared 3. Interacting with the TA and other students in section on the material for the week.

Why this assignment? This assignment gets students to be involved with the course material, with their TA, and with other students. It promotes dialog and student involvement and participation.

## 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.

## IV. University Policies and Resources

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

### 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>

## 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.

## 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](mailto: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

Date	Readings/Preparation	Work Due
January 12-16	American Yawp, Chapter 15 (10390 Words)	

January 19-23 No class January 19- MLK Day	American Yawp, Chapter 17 (10011 Words) WFC, Chapter 1, "Not that Sort of Women" (21 Pages) ATF, Chapter 8, "The View from the Bottom Rail" (29 pages)	Discuss the constitutional changes during Reconstruction
January 26-30	American Yawp, Chapter 16 (8851 Words) WFC, Chapter 2, "Hull House in the 1890s" (15 Pages)	Quiz one to be turned in via Canvas by 11:59 PM January 5
February 2-6	American Yawp, Chapter 18 (9281 Words) WFC, Chapter 3, "Coming of Age" (19 Pages) ATF, Chapter 9, "The Mirror with a Memory" (23 Pages)	Discuss the Supreme Court Cases of Jim Crow American Plessy v Ferguson and Williams v Mississippi; Quiz two to be turned in via Canvas by 11:59 PM February 6
February 9-13	American Yawp, Chapter 19 (9308 Words) WFC, Chapter 4, "Putting on Style" (17 Pages)	
February 16-20	American Yawp, Chapter 20 (11328 Words) WFC, Chapter 5, "I had my own business" (19 Pages) AFT, Chapter 10 "USDA Government Inspected" (25 Pages)	Quiz three to be turned in via Canvas by 11:59 PM February 20
February 23-27	American Yawp, Chapter 21 (8389 Words) Douglas A. Blackmon, Slavery by Another Name: The Re-Enslavement of Black Americans from the	

	Civil War, 1-216 (216 Pages)	
March 2-6	American Yawp, Chapter 22 (10578 Words) WFC, Chapter 6, "Women and the KKK" (13 Pages) ATF, Chapter 11, "Sacco & Vanzetti" (25 Pages)	Quiz four to be turned in via Canvas by 11:59 PM March 6
March 9-13	No TA Sections.	Midterm exam to be turned in via Canvas by 11:59 PM March 13
March 23-27	American Yawp, Chapter 23 (12427 Words) WFT, Chapter 7, "Women of the Depression" (17 Pages) ATF, Chapter 12, "Dust Bowl Odyssey" (25 Pages) Douglas A. Blackmon, Slavery by Another Name: The Re-Enslavement of Black Americans from the Civil War, 217-403 (186 Pages)	
March 30-April 3	American Yawp, Chapter 24 (11302 Words) WTF, Chapter 8, "Women under Fire" (20 Pages) ATF, Chapter 13, "The Decision to Drop the Bomb" (27 Pages)	Discuss the 1944 Supreme Court Case Korematsu v United States; Quiz five to be turned in via Canvas by 11:59 PM April 3
April 6-10	American Yawp, Chapter 25 (11241 Words) WFC, Chapter 9, "American Families in the 1950s" (15 Pages)	Slavery By Another Name Paper Due-Thursday April 10 to be turned in via Canvas by 11:59 PM
April 13-17	American Yawp, Chapter 26 (9316 Words) WFC, Chapter 10, "It	Discuss the 1954 Supreme Court Case Brown v Board of Ed

	Was Like All of Us had been Raped" (22 Pages)	And post World War II Constitutional Changes; Quiz six to be turned in via Canvas by 11:59 PM April 17
April 20-22	American Yawp, Chapter 29 (12111 Words) WFC, Chapter 11, "Moral Mothers & Goldwater Girls" (14 Pages) ATF, Chapter 15, "Sitting In" (29 Pages)	Discuss Recent Challenges to American Democracy Quiz seven to be turned in via Canvas by 11:59 PM April 22
April 29		Final Blog Posting Due by 11:59PM