

AMH2020: United States Since 1877

Spring 2026 (3 credits)

I. General Information

Meeting days and times: Asynchronous online with synchronous Zoom discussions once every other week. Times will be determined in consultation with students at the start of the term.

Class location: Online: Canvas & Zoom

Instructors:

Meagan Frenzer – Section # 19458
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Dr. David Tegeder – Section #16557
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Office Hours: By appointment (online through [Zoom Conferences](#); link located in the Canvas navigation menu)

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 institutions, structures and processes.	Outcomes 1-4	Students will demonstrate their knowledge of the details of the substantive historical episodes of US History since 1877 by analyzing primary and secondary sources in short papers, homework assignments, exams, and in-class discussion.
Critical Thinking	Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.	Outcomes 1-4	Students will demonstrate their ability in applying qualitative and quantitative methods by analyzing primary and secondary sources in short papers, homework assignments, and exams by using critical thinking skills.
Communication	Communication is the development and expression of ideas in written and oral forms.	Outcomes 1-4	Students will identify and explain key developments that shaped United States history since 1877 in written assignments and class discussion. 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.
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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

Graded Components

Zoom Discussion Attendance (5%):

This course is designed to allow you to complete work asynchronously online and on your own time (within the framework of the course schedule). However, to meet the state legislature's Civic Literacy requirement, scheduled Zoom discussions have been incorporated into the class.

The discussions will be focused on applying our course content to the present. You will be required to attend discussion meetings held every other week over the course of the semester, and you will have a choice of two different times in each week that a discussion will be scheduled. Attendance and participation in these Zoom discussions will contribute 5% of your overall course grade. You will receive an update about dates & times and how to prepare for these discussions. Students will not be penalized for university-excused absences; see UF's excused absence policy.

Perusall Assignments (25%):

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.

Quizzes (5%):

You will take short quizzes consisting of multiple-choice questions. These quizzes are given to ensure that you are keeping up with the reading and have a working knowledge of the subject matter from the video lectures. They are also guidelines about what some of the key facts, actors, and events are for each module.

Midterm Exam (20%):

This timed, closed-book exam will draw from the course's lectures, discussions, and readings. The exam will use Honorlock. A study guide will be posted to Canvas. The exam is due on Friday, March 6, 2026, at 11:59pm EDT.

Final Exam (20%):

This timed, closed-book exam will draw from the course's lectures, discussions, and readings. The exam will use Honorlock. A study guide will be posted to Canvas. The final exam is due on Friday, May 1, 2026, at 11:59pm EDT.

Final Project: Birthday Research Essay (25%):

This essay is an exercise in historical research, synthesis, and writing. 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. This essay is due on Wednesday, April 22, 2026, at 11:59pm EDT.

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

Do research. Find two newspaper articles for each year you are studying. You will use Proquest Historical Newspapers to access these sources (see instructional video for a how-to demonstration). The only other source you may use is the textbook for historical context but it is not required.

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

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

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

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

B. Birthday Research Essay Rubric:

This essay will be evaluated on a 0-100 scale using these criteria:

1. **Thesis/Main Idea (25/100 points):** The paper provides an excellent response to the question that the student has been asked to consider or explore. The main idea of the paper is clear, cohesive/coherent, and convincing.
2. **Structure & Organization (25/100 points):** The paper contains an introduction, body, and conclusion. The argument advances in a manner that is easy for the reader to follow. The paper has no structural or organizational problems.
3. **Content (25/100 points):** The content of the paper fully supports the main idea. The paper shows that the student has an excellent understanding of the readings discussed. Nearly all readings, which have bearing on the main idea of the paper, are fully discussed. Nearly all of the student's interpretations of the readings are convincing.
4. **Style, Grammar, & Mechanics (25/100 points):** Each sentence expresses a complete thought that is easy to understand. The paper is almost entirely free of grammatical, spelling, and typographical errors. Formatting is according to instructions. All sources are properly cited.

TOTAL: 100%

Grading Scale

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

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

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

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

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

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

Late Submissions. All assignment and exam deadlines are final. Extensions may be granted for documented, excusable circumstances in accordance with university policies.

Extra Credit. The final module of the course—Module 16—will count as extra credit. This extra credit will be factored into the overall course grade only after all assignments and exams are submitted.

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

Class Communication Policy

Please reach out with all questions through Canvas. I will respond to all questions and emails within 24 hours on weekdays.

Assignment Support Outside the Classroom

You are welcome to schedule an individual appointment with your professor. When needed, I also encourage you to seek support from the academic resources listed on this syllabus.

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](#).

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](tel:352-392-1308)) or the Dean of Students Office (<http://www.dso.ufl.edu>; [352-392-1261](tel:352-392-1261)).

V. Calendar

Work due each week must be submitted by 11:59PM each Sunday, unless otherwise noted.

Module	Topic	Readings/Preparation	Work Due
1	Reconstruction	<p>“Reconstruction,” Chapter 15, American Yawp. [10390 words]</p> <p>[P] Jourdan Anderson Writes his Former Enslaver, 1865, https://www.americanyawp.com/reader/reconstruction/jourdon-andersonwrites-his-former-master-1865/ [893 words]</p> <p>[P] Mississippi Black Code, 1865, https://www.americanyawp.com/reader/reconstruction/mississippi-blackcode-1865/ [1122 words]</p> <p>[P] Letters by Mary Norcott Bryan, 1841-1925, PDF in Canvas [2218 words]</p>	Perusall annotations (Module videos, textbook, and primary sources) & Quiz
2	Capital and Labor	<p>“Capital and Labor,” Chapter 16, American Yawp. [8852 words]</p> <p>[P] Andrew Carnegie, "Wealth," North American Review, 1889, https://www.americanyawp.com/reader/16-capital-and-labor/andrewcarnegies-gospel-of-wealth-june-1889/ [622 words]</p> <p>[P] George Engel, Address by a Condemned Haymarket Anarchist, 1886, PDF in Canvas [1926 words]</p>	Perusall annotations (Module videos, textbook, and primary sources) & Quiz
3	The West	<p>“The West,” Chapter 17, American Yawp. [8272 words]</p> <p>[P] Frederick Jackson Turner, The Significance of the Frontier in American History, 1893, https://www.americanyawp.com/reader/17-conquering-the-west/frederick-jackson-turner-significance-of-the-frontier-in-american-history-1893/ [1065 words]</p> <p>[P] Helen Hunt Jackson, from A Century of Dishonor, 1881, https://www.americanyawp.com/reader/17-conquering-the-west/helenhunt-jackson-on-a-century-of-dishonor-1881/ [1032 words]</p> <p>[P] Yick Wo v. Hopkins, 1886, PDF in Canvas [652 words]</p>	Perusall annotations (Module videos, textbook, and primary sources) & Quiz
4	Life in Industrial America	<p>“Life in Industrial America,” Chapter 18, American Yawp. [7747 words]</p> <p>[P] Jacob Riis, “How the Other Half Lives,” 1890, PDF in Canvas [4 pages]</p> <p>[P] Richard Fox, “Coney Island Frolics,” 1883, PDF in Canvas [1 page]</p>	Perusall annotations (Module videos, textbook, and primary sources) & Quiz

5	Political Realignments	<p>[P] Ida B. Wells, "False Accusations, from A Red Record," 1895, PDF in Canvas [3 pages]</p> <p>[P] Alex Manley and the 1898 Wilmington Race Riot, PDF in Canvas [2 pages]</p> <p>[P] The Peoples' Party Platform, 1892, PDF in Canvas [3 pages]</p>	Perusall annotations (Module videos, textbook, and primary sources) & Quiz
6	The American Empire	<p>"The American Empire," Chapter 19, American Yawp. [7547 words]</p> <p>[P] Congressional Speeches on Imperialism, 1900, PDF in Canvas [3 pages]</p> <p>[P] The Platt Amendment, 1901, PDF in Canvas [1 page]</p> <p>[P] William McKinley, "Decision on the Philippines," 1900, PDF in Canvas [1 page]</p>	Perusall annotations (Module videos, textbook, and primary sources) & Quiz
7	The Progressive Era	<p>"The Progressive Era," Chapter 20, American Yawp. [9220 words]</p> <p>[P] George Waring, "Sanitary Conditions in New York," 1897, PDF in Canvas [1 page]</p> <p>[P] New York Times, "Review of Opening Night at Coney Island," 1904, PDF in Canvas [2 pages]</p> <p>[P] John Spargo, "The Bitter Cry of the Children," 1897, PDF in Canvas [1 page]</p>	Perusall annotations (Module videos, textbook, and primary sources) & Quiz

8	World War I and Its Aftermath	<p>“World War I and its Aftermath,” Chapter 21, American Yawp. [9402 words]</p> <p>[P] Chicago Defender, “Letters from the Great Migration,” 1917, PDF in Canvas [2 pages]</p> <p>[P] Woodrow Wilson, “The Fourteen Points,” 1917, PDF in Canvas [3 pages]</p>	Perusall annotations (Module videos, textbook, and primary sources) & Quiz Midterm Exam, March 6 at 11:59PM
9	The New Era	<p>“The New Era,” Chapter 22, American Yawp. [6646 words]</p> <p>[P] John Berger, Ways of Seeing, 1972, PDF in Canvas [15 pages]</p> <p>[P] Changing Sexual Mores, “Petting and the Campus,” 1925, PDF in Canvas [1 page]</p> <p>[P] “The Creed of the Klanswomen,” 1924, PDF in Canvas [2 pages]</p>	Perusall annotations (Module videos, textbook, and primary sources) & Quiz
10	The Great Depression	<p>“The Great Depression,” Chapter 23, American Yawp. [10758 words]</p> <p>[P] Meridel Le Sueur, “Women on the Breadlines,” 1932, PDF in Canvas [3 pages]</p> <p>[P] Bob Stinson, “Flint Sit-Down Strike,” 1936, PDF in Canvas [3 pages]</p> <p>[P] Mrs. Henry Weddington, “Letter to President Roosevelt,” 1938, PDF in Canvas [1 page]</p>	Perusall annotations (Module videos, textbook, and primary sources) & Quiz
11	The Coming of World War II	<p>“World War II,” Chapter 24, sections 1-3, American Yawp. [9504 words]</p> <p>[P] “The Senate’s Declaration of War”: Japan Responds to Japanese Exclusion, 1924, PDF in Canvas [1 page]</p> <p>[P] Charles A. Lindbergh, “America First,” 1941, https://www.americanyawp.com/reader/24-world-war-ii/charles-lindbergh-america-first-1941/ [1133 words]</p>	Perusall annotations (Module videos, textbook, and primary sources) & Quiz

12	World War II at Home and Abroad	<p>“World War II,” Chapter 24, sections 4-13, American Yawp. [6593 words]</p> <p>[P] A. Philip Randolph, “Why Should We March?” 1942, PDF in Canvas [2 pages]</p> <p>[P] “Korematsu v United States,” 1944, PDF in Canvas [3 pages]</p> <p>[P] Harry Truman Announcing the Atomic Bombing of Hiroshima, 1945, http://www.americanyawp.com/reader/24-world-war-ii/harry-trumanannouncing-the-atomic-bombing-of-hiroshima-1945/ [960 words]</p>	Perusall annotations (Module videos, textbook, and primary sources) & Quiz
13	The Cold War	<p>“The Cold War,” Chapter 25, American Yawp. [9147 words]</p> <p>[P] George Kennan, “Containment,” 1947, PDF in Canvas [3 pages]</p> <p>[P] “The Truman Doctrine,” 1947, PDF in Canvas [1 page]</p> <p>[P] Joseph McCarthy, “Wheeling, West Virginia Speech,” 1950, PDF in Canvas [1 page]</p>	Perusall annotations (Module videos, textbook, and primary sources) & Quiz
14	The Affluent Society	<p>“The Affluent Society,” Chapter 26, American Yawp. [16411 words]</p> <p>[P] Ladies' Home Journal, “Young Mother,” 1956, PDF in Canvas [4 pages]</p> <p>[P] Southern Manifesto on Integration, 1956, PDF in Canvas [2 pages]</p> <p>[P] Student Non-Violent Coordinating Committee, “Statement of Purpose,” 1960, PDF in Canvas [1 page]</p>	Perusall annotations (Module videos, textbook, and primary sources) & Quiz
15	The Sixties	<p>“The Sixties,” Chapter 27, and “The Unraveling,” Chapter 28, sections 1-4, American Yawp. [10720 words]</p> <p>[P] Lyndon B. Johnson, "Remarks on Decision Not to Seek Re-Election," 1968 [2 mins]</p> <p>[P] Report of the National Advisory Commission on Civil Disorders, 1968, https://www.americanyawp.com/reader/28-the-unraveling/report-of-the-national-advisory-commission-on-civil-disorders-1968/ [724 words]</p> <p>[P] Barbara Jordan, 1976 Democratic National Convention Keynote Address, 1976, https://www.americanyawp.com/reader/28-the-unraveling/barbara-jordan-1976-democratic-national-convention-keynoteaddress-1976/ [1013 words]</p>	Perusall annotations (Module videos, textbook, and primary sources) & Quiz Birthday Research Essay, April 22 at 11:59PM

16	Nixon to Reagan (Extra Credit)	<p>“The Unraveling,” Chapter 28, sections 5-9, and “The Triumph of the Right,” Chapter 29, American Yawp. [15941 words]</p> <p>[P] Jerry Falwell on the “Homosexual Revolution,” 1981, http://www.americanyawp.com/reader/29-the-triumph-of-the-right/jerry-falwell-on-the-homosexual-revolution-1981/ [515 words]</p> <p>[P] Statements of AIDS Patients, 1983, http://www.americanyawp.com/reader/29-the-triumph-of-the-right/statements-of-aids-patients-1983/ [1077 words]</p> <p>[P] Pat Buchanan on the Culture War, 1992, http://www.americanyawp.com/reader/29-the-triumph-of-the-right/patbuchanan-on-the-culture-war-1992/ [1145 words]</p>	Perusall annotations (Module videos, textbook, and primary sources) (Extra Credit) Final Exam, May 1 at 11:59PM
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