

**UNITED STATES SINCE 1877**  
**COURSE SYLLABUS**  
**FALL 2017**

**Instructor: Prof./Dr. Anna Lankina**

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

**Office: Keene-Flint 20**

**Office Hours: T period 8, W period 8, & by appointment**

**AMH 2020. 046F**

**T 7, R 7 & 8**

**Course Description**

This course surveys the emergence of modern America as an industrial and world power; the Progressive Era; WWI; the Great Depression and the New Deal; WW II; and the Cold War era. Students will discuss the central questions about the development of modern America and learn to analyze primary and secondary sources.

**Course Objectives and Learning Outcomes**

This course is a Social and Behavioral Sciences (S) subject area course in the General Education Program. A minimum grade of C is required for general education credit. Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theories 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.

This course is also a Diversity (D) course in the General Education Program. Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. These courses encourage students to recognize how social roles and status affect different groups in the United States. Students are expected to analyze and evaluate their own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

Content:

Identify, describe, and explain key themes, principles, and terminology within the subject area. Identify, describe, and explain the history, theory and/or methodologies used within the subject area. Identify, describe and explain social institutions, structures and processes within the subject area.

Identify, describe, and explain the roles of social structure and status of different groups within the United States.

### Communication:

Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the subject area, individually and in groups.

### Critical Thinking:

Apply formal and informal qualitative and/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.

Analyze and evaluate their own cultural norms and values in relation to those of other cultures. Identify, evaluate and compare their own social status, opportunities, and constraints with those of other persons and groups.

### **Required Texts**

1. H. W. Brands, T. H. Breen, R. Hal Williams, and Ariela J. Gross. *American Stories: A History of the United States*. Volume 2. 3rd edition. Paperback. Pearson Publishing. ISBN-10: 0205960901; ISBN-13: 978-0205960903 (referred to as "Textbook" in course schedule)
2. Sue Armitage and Laurie Mercier. *Speaking History: Oral Histories of the American Past, 1865-Present*. Paperback. 2010 Edition. Palgrave Macmillan. ISBN-10: 1403977836; ISBN-13: 978-1403977830 (referred to as "Sourcebook" in course schedule)
3. Steven Noll and David Tegeder. *Ditch of Dreams: The Cross Florida Barge Canal and the Struggle for Florida's Future*. Paperback. 2015. University Press of Florida. ISBN-10: 0813061733; ISBN-13: 978-0813061733 (referred to as "Noll & Tegeder" in course schedule)

### **Course Requirements**

#### ***Attendance, Reading, Participation***

Students are required to attend all class meetings. Students are allowed to incur three unexcused absences; **after that each unexcused absence will result in a letter reduction of your overall final grade (for example, from a B+ to a B)**. Excused absences include documented illness, religious holidays, family emergency, and participation at university sponsored events such as athletic competitions. All absences need to be discussed with the instructor as soon as possible.

**Make-up work** will be administered only for excused absences.

We will use a significant portion of class time for discussion of the material. **Participation** is expected and will receive a grade based on frequency and quality. **Pop Quizzes** will also be administered. These quizzes will be based on the assigned primary source readings as well as the textbook reading. The lowest quiz grade will be dropped.

#### ***Two Short Papers***

Students will be required to write two papers (3-5 pages) analyzing primary sources from the course. Further description of these paper assignments will be given in class. Late papers will drop a letter grade each day. You will have the option at the end of the semester to write one additional short paper. This paper may be written to replace a low grade on one of your other papers. This optional paper is recommended for those who have received a grade below the B range on at least one of their papers.

### ***Exams***

There will be a midterm exam and a final exam. The exams will be a combination of identifications and essays. These exams will be designed to test both mastery of significant details (who, what, when, where) of the history the course covers and students' ability to synthesize details and themes in support of a coherent argument.

### ***Grading***

10%	Quizzes
15%	Participation
15%	First Paper
15%	Second Paper
20%	Midterm Exam
25%	Final Exam

### ***Grading Scale***

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

### **Classroom Culture**

Students are expected to respectfully participate and engage with the course material, the instructor, and their classmates during class time. This means that students who use electronic devices for non-class related activity are failing to fully participate in the class. The instructor reserves the right to ask students to discontinue any disruptive behavior.

### **Students Requiring Accommodations**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate

documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### **Course Evaluation**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

### **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 Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conducthonor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

### **Writing Studio**

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 302 Tigert Hall for one-on-one consultations and workshops.

### **Counseling and Wellness**

Center Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

*This syllabus and class schedule is subject to slight modification*

All readings are due by class time on Thursday

Week 1            Topic: Reconstruction  
                         Reading: Textbook, Chapter 16; Sourcebook pp. 7-14

Week 2            Topic: The American West

- Week 3 Reading: Textbook, Chapter 17; Sourcebook, pp. 14-25  
Topic: The Industrial Society  
Reading: Textbook, Chapter 18; Sourcebook, pp. 25-38;
- Week 4 Topic: Urbanization in America  
Reading: Textbook, Chapter 19
- Week 5 Topic: Political Landscape  
Reading: Textbook, Chapter 20
- Week 6 **First Paper Due Tuesday September 26**  
Topic: Imperial Expansion  
Reading: Textbook, Chapter 21
- Week 7 The Progressive Era  
Reading: Textbook, Chapter 22; Sourcebook, pp. 39-59
- Week 8: Topic: Progressivism Continued  
Reading: Textbook, Chapter 23
- Week 9: **Midterm Exam Tuesday, October 17**  
  
Topic: World War I  
Reading: Textbook, Chapter 24; Sourcebook, pp. 59-70
- Week 10 Topic: The Twenties  
Reading: Textbook, Chapter 25; Sourcebook, pp. 71-90
- Week 11 Topic: The New Deal  
Reading: Textbook, Chapter 26; Sourcebook, pp. 90-101
- Week 12: Topic: America and the World  
Reading: Textbook, Chapter 27; Sourcebook, pp. 101-113; Noll & Tegeder, 1-99
- Week 13 Topic: The Cold War  
Reading: Textbook, Chapter 28; Sourcebook, pp. 115-123; Noll & Tegeder, 100-177
- Week 14 **Second Paper due Tuesday November 21**  
  
Topic: Suburbia  
Reading: Textbook, Chapter 29; Sourcebook, pp. 123-131, 140-150; Noll & Tegeder, 178-314
- Week 15 Topic: The 1960s

Reading: Textbook, Chapters 30 and 31; Sourcebook pp. 131-140, 151-165, 187-191

## **Final Exam**