

AMH 2020: United States History since 1877

Instructor: Elyssa Gage

Location: Online

Office Hours (by Zoom): Thursdays and Fridays from 3-4 or by appointment

Course Description

This American History course covers the history of the United States from Reconstruction to the present time. It is important that you keep up on the assigned readings, as they supplement, not duplicate, on-line lectures.

Objectives

This is a course about content as well as analysis.

By the end of the course, students will be able to:

1. Explain why Reconstruction set up all of American history from that point on.
2. Explain how and why American society industrialized during the late 19th
3. Explain the causes & consequences of urbanization.
4. Explain why racial, ethnic, & gender divisions arose in American society from 1877 to the start of World War I.
5. Explain how & why the federal government increased its authority & power in the years following World War I.
6. Show when & why a mass national culture emerged.
7. Explain how World War II fundamentally changed America.
8. Show how the Cold War started & why it lasted so long.
9. Explain why the Civil Rights movement occurred & how it reshaped American society.
10. Show how and why the United States got involved in Vietnam and how that war shaped domestic events.
11. Explain the rise of conservatism in the last quarter of the 20th century.
12. Show how the Cold War ended and the effects of this on both the United States and the rest of the world.

Social and Behavioral Sciences and Diversity

This course satisfies the Social and Behavioral Science Gen-Ed Credit at the University of Florida. Social and behavioral science 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 and processes. This course emphasizes 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 and human behavior. Students are expected to

assess and analyze ethical perspectives in individual and societal decisions.

This course also satisfies the Diversity Gen-Ed Credit at the University of Florida. Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. This course will encourage you to recognize how social roles and status affect different groups and impact U.S. society. This course will guide you to analyze and to evaluate your own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.

Grades and Assignments

Your grade for this course will be determined in the following manner:

Quizzes	5%
Module Activities	25%
Journals	10%
Quizzes	5%
Discussions	10%
Memory Project	30%
Monument Presentation	5%
Outline/Peer Review	5%
Final Paper	20%
Exams	45%
Midterm	20%
Final	25%

Participation

For each module, you will complete the following assignments:

- A reading (and listening) journal, for which you will receive a completion grade (pay attention to the rubric as failure to follow it may result in an incomplete). In some modules I will ask you to answer specific questions as well as part of the journal. In later weeks, you will also periodically have to include a project update.
- A quiz, which will be short in duration (5-10 minutes) and consist of multiple-choice questions. These quizzes are given to ensure that you are keeping up on the reading and provide a way for you to check your retention and comprehension. These are worth 5 points each (the quizzes are in their own category for the purpose of calculating points)
- Participate in group and/or class discussions.

Papers

- By the end of the semester, you will produce a paper dealing with history, memory, and commemoration. This project is broken down into multiple assignments to help you prepare it:

- A monument/site of memory presentation (open format), for which you will select a site of memory (we will discuss all the things that might qualify) and introduce it to your group.
- A full-sentence outline of the final paper submitted for peer review.
- The final project itself, due by the last day of class (December 4).

I will provide specific instructions for each step.

Exams

- There will be a midterm the week of October 7 and a final available from December 7-11. They will both be cumulative with some multiple-choice questions, IDs and document analysis/short essays. I will NOT offer a study guide

Extra credit

- There will be one possibility of extra credit in the form of an assignment available after the midterm. It will have to be completed before Thanksgiving break in order to qualify for credit. Completing it will add up to 10 points on your final exam grade (not your final grade in the class).

The goal is for all these assignments to build on each other. The lectures and readings form the basis of knowledge. The quizzes test your knowledge and retention while journals help you work through the material and articulate your thoughts and ideas about it. You are then better prepared to exchange ideas with your peers in discussions. The exam material will draw heavily on these assignments, while the paper will ask you to take the analysis further, thinking about the implications of history in national memory.

Because of this, I will not provide study guides for any of the tests: the objectives of the course and modules, and the smaller assignments constitute the study guide. The objectives in particular are the guiding thread through which you should be seeking to understand the material.

Grades will be assigned according to the following 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+	68-69	D	66-67	D-	64-65

Only course grades of C or better will satisfy Gordon Rule, general education, and college basic distribution credit.

Readings

There is no textbook to purchase for this class. We will be using the free online textbook *The American Yawp*, as well as its companion reader. If you prefer a hard copy of the textbook, it is also available for purchase.

Other readings will be posted by the instructor.

Course Policies

Requirements for course participation, make-up exams and essays, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> (Links to an external site.)

Communications

I can be reached either by e-mail or Canvas messages. Please be professional in your communications. You can review UF's Netiquette Guide for Online Courses here: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf> (Links to an external site.)

If you have a problem with the Canvas system, contact E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>. You can then e-mail me to notify me, including the transaction number from the help desk.

Plagiarism

Be aware of the University's policy on plagiarism. The Internet has made this situation more problematic but understand that plagiarists will be caught. This is especially problematic in an on-line class such as this. If you have any questions about what constitutes plagiarism, please do not hesitate to ask. All plagiarism offenses will be reported on a Faculty Adjudication Form and forwarded to the Office of Student Judicial Affairs. You may get more information on UF's Judicial Affairs process at

<http://www.dso.ufl.edu/judicial/academic.php> (Links to an external site.)

Plagiarism will not be tolerated in this class, as it constitutes intellectual theft and academic dishonesty. If you turn in the work of others and try to pass it off as your own, you will fail that assignment and risk expulsion from the University of Florida. I will give you the guidelines, expectations, and other information regarding the written work in this course, so you really have

no reason to cheat. I take these matters very seriously and will prosecute vigorously if provoked. Any possible rewards derived from plagiarism simply don't justify the risk.

Late Work and Sick Policy

Work should be submitted in a timely manner. The canvas gradebook is set to automatically deduct 3% from late work for every day it is late.

As this is an online class and attendance is not calculated based on physical presence at a particular time, sickness should pose less of a problem than in a live section.

However, if you are sick to the point that completing a module in a timely manner is going to be a problem, please contact me. If you can, provide a Doctor's note. If for whatever reason you cannot, I encourage you to still contact me. We can work out something and I can also help you formulate a plan to catch up if you get behind.

I also recognize that many online students are caretakers for others, whether children, parents, or other. Some work full time. Others have chronic health problems. While the flexibility of the online format is in many ways well suited to such students, the difficulty of taking courses does not go away. Please feel free to let me know early on if you have any of these or other concerns (though you are by no means obligated to do so). **If you are struggling at any time, please feel free to reach out.** My goal is for you to be successful in this class.

University Resources

Disability Services

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, 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.**

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 352 392-1575; and the University

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/> (Links to an external site.)

Academic Resources

E-learning technical support, 352-392-4357 (option 2) or e-mail to Learningsupport@ufl.edu.
<https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601.

Career assistance and counseling. <http://www.crc.ufl.edu/> (Links to an external site.)

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

<http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

<http://writing.ufl.edu/writing-studio/> (Links to an external site.)

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaintprocess>

Course Evaluations

Students in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/> . Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at <https://evaluations.ufl.edu> . Thank you for serving as a partner in this important effort.

Course Schedule

Week of Aug 19, 2019 (Week 1)

Module 1: Reconstruction

Readings: American Yawp textbook and reader chapter 15, Kevin Gannon on the Civil War

Week of Aug 26, 2019 (Week 2)

Module 2: The West

Readings: American Yawp textbook and reader chapter 17, Sheaves on "Playing Indian"

Class Discussion on sites of memory

Week of Sep 02, 2019 (Week 3)

Module 3: Capital and Labor

Readings: American Yawp textbook and reader chapter 16

Week of Sep 09, 2019 (Week 4)

Module 4: Life in Industrial America
Readings: American Yawp textbook and reader chapter 18

Week of Sep 16, 2019 (Week 5)

Module 5: Political Realignment
Monument presentation due Friday, Sep. 20

Week of Sep 23, 2019 (Week 6)

Module 6: American Empire
Readings: American Yawp textbook and reader chapter 19

Week of Sep 30, 2019 (Week 7)

Module 7: The Progressive Era
Readings: American Yawp textbook and reader chapter 20

Week of Oct 07, 2019 (Week 8)

Module 8: Roosevelt to Wilson
Midterm due by Friday, Oct. 11

Week of Oct 14, 2019 (Week 9)

Module 9: World War I
Readings: American Yawp textbook and reader chapter 21

Week of Oct 21, 2019 (Week 10)

Module 10: The New Era
Readings: American Yawp textbook and reader chapter 22

Week of Oct 28, 2019 (Week 11)

Module 11: The Great Depression
Readings: American Yawp textbook and reader chapter 23

Week of Nov 04, 2019 (Week 12)

Module 12: World War II
Readings: American Yawp textbook and reader chapter 24

Week of Nov 11, 2019 (Week 13)

Module 13: The Cold War

Readings: American Yawp textbook and reader chapter 25

Outline due Friday, Nov. 15

Week of Nov 18, 2019 (Week 14)

Module 14: Affluence and Anxiety

Readings: American Yawp textbook and reader chapter 26

Peer Review due Friday, Nov. 22

Week of Nov 25, 2019 (Week 15)

Module 15: The Sixties

Readings: American Yawp textbook and reader chapter 27

Last chance to submit extra credit assignment

THANKSGIVING WEEK

Week of Dec 02, 2019 (Week 16)

Module 16: Nixon to Reagan

Readings: American Yawp select documents TBA

Final paper due Wednesday, Dec. 4.

CLASSES END December 4.

Final exam due by Wednesday, Dec. 11.