

AMH 2020 US History 1865 to Present

AMH 2020. 28798
Spring 2023
Day and period: T 8:30-10:25; R 9:35-10:25
Building and room: LIT 121

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Student hours: Pugh 230 & Zoom: Tues. 10-11;
Zoom only: Wed. 9:30-11, 2-4, schedule; Fri. 2-4

Required Texts:

1. *The American Yawp*. Locke & Wright. <http://www.americanyawp.com/>
2. (The following book is required for your reading responses and essay assignment.)
Ortiz, Paul. 2005. *Emancipation Betrayed: The Hidden History of Black Organizing and White Violence in Florida from Reconstruction to the Bloody Election of 1920*. Berkeley: University of California Press.
<https://web.p.ebscohost.com/ehost/detail/detail?vid=0&sid=f691b1b0-42e5-4a8e-b372-ddf197086d47%40redis&bdata=JkF1dGhUeXBIPWlwLHVpZCZzaXRIPWVob3N0LWxpdmU%3d#AN=129009&db=nlebk>

Course Description:

This course examines the major social, economic, and political developments that have shaped America from 1877 to the present. AMH 2020 is an introductory course designed to expose students to important themes, interpretations, events, and primary sources in U.S. history. In so doing, students should learn how to read, think, engage the topic in discussion, and express ideas in an analytical and well-written manner. The course format will involve readings before each class, in-class & Canvas-based discussions, and lectures. Generally, Tuesdays will involve a foundational textbook reading from *The American Yawp*, instructor-led lectures, and in-class discussions. Thursdays will generally involve complimentary readings and in-depth Canvas-based and in-class discussions. The complimentary readings for Thursdays will include *American Yawp* Primary Sources assigned by the instructor and *Emancipation Betrayed*.

Course Requirements:

This course will require you to be an engaged active learner. You will need to attend all lectures and read all the assigned readings in preparation for class. Reading the free online *American Yawp* textbook before our Tuesday classes will provide you with background knowledge before we explore topics with greater specificity. There will be short reading quizzes on Tuesday that will factor into your final grade. Being present and giving a good effort will greatly benefit your grade. Lapses in attendance, completing the assigned reading, and not putting forth effort on your reading quizzes will diminish your final grade precipitously. Students are allowed two unexcused absences, after those absences, every unexcused absence will result in the lowering of your final grade. You will not be able to make up quizzes. Make-up exams are only possible in a very select range of circumstances with prior consultation and approval by the professor. Please provide at least a week of notice to discuss scheduled conflicts and 48 hours or as much time as possible for unscheduled pressing items. An email sent right before class is not a preferred method to discuss absences.

Exams: Your mid-term and final exam will draw from the readings and my lecture. You will find questions on the exams that I may not have discussed in class, you will be able to answer these questions based on the assigned readings. Exams will consist of multiple-choice, short identification, and essay questions.

Reading Journal/Discussion Posts and reading quizzes: There will be short reading quizzes given during the semester. The instructor may drop two of your quiz scores if that helps your final grade. Quizzes are intended to encourage you to read the assigned material for that week and will generally assess basic knowledge of the assigned *American Yawp* reading. Additionally, students will submit weekly (usually 250 words or more) Reading Journal/Discussion Post responses, usually by Wednesday evening, identifying essential concepts and exploring connections within the class readings and contemporary events. Students may consider using one or more of the following prompts for their reading responses:

(No need to try to answer all of them each week, these are aids for you to use)

- What is the thesis, central themes, or connections (for example, how does this week's *American Yawp* chapter connect to *Emancipation Betrayed*) of this week's reading?
- What are the contemporary parallels and implications of this week's readings?
- (For *Emancipation Betrayed*) What does this week's reading teach us about the hard work of building and maintaining a democracy **or** building a broad-based social movement for change in America?
- (For *Emancipation Betrayed*) What did you learn about Florida, your community, and/or important state institutions, such as the University of Florida in this week's reading?

Grading: Course grades will be determined in the following manner: Attendance & participation-25%, In-class quizzes-10%, Reading Journal/Discussion Posts-25%, Midterm 20%, Final Exam 20%

Grading scale: A = 100-90; B+ = 89-87; B = 86-80; C+ = 79-77; C = 76-70; D+ = 69-67; D = 66-60; F = 59-0

Classroom Expectations: Courteous and appropriate classroom behavior is always expected, this includes punctuality. Since this class will require active engagement, students should avoid such offensive behavior as text messaging, unrelated phone or laptop activity, working on assignments for other classes, talking with neighbors about unrelated matters, and, if possible, coming to class late or leaving before class is over. Also keep in mind that the University of Florida prohibits any form of discrimination or sexual harassment among students, faculty, and staff. For further information, see the Human Resources Policies Webpage on the College's website.

Students with Disabilities: I am committed to accommodating students with disabilities. Please notify me early in the semester if you have a disability and require special accommodations. If you have questions about disability services, please consult the Disability Resource Center website at <http://www.dso.ufl.edu/drp/>.

Academic Honesty: You are welcome to study and discuss topics together with your fellow students. If several of you would like to discuss proactive plans for dividing up the reading and reviewing it together before class, let me know, that may be a possibility. Any Reading Response/Discussion Post, answer, or assignment that you turn in should always be your work. Plagiarism, using AI programs to write essays, and other forms of cheating will be referred to the UF Dean of Students Academic Dishonesty review and are subject to disciplinary action and an 0 in the course. All work will be loaded in Turnitin and any unoriginal or plagiarism score higher than 20 percent may result in the same or similar process. Other instances of cheating include a student getting their main points from another student or an uncited source and AI-aided essay composition. Finally, no make-ups or extensions will be given for assignments after the scheduled due date. Makeup exams will be permitted only at the discretion of the instructor and require advanced notice and documentation of severe hardship or medical need. Remember, without exception, late take-home essay responses will be reduced in points/half grades each day late, and missed quizzes count as a zero. You will have two quiz grades that can be dropped automatically.

Class Schedule:

Assignments and dates are subject to change; the instructor will provide advance notice of any change during class time

Week One: January 10, 12

Introduction and Reconstruction

- *The American Yawp* (AY): Chapter 15; Primary Sources- *Report on the Late Insurrectionary States, 1872: Florida*
<https://congressional.proquest.com/congressional/result/congressional/congdocumentview?accountid=10920&groupid=104813&parmid=1815A8BFB46>

Week Two: January 17, 19

Reconstruction continued

- AY: Chapter 15 cont'd; *Emancipation Betrayed*, Preface, Prologue, & Chapter 1
<https://web.p.ebscohost.com/ehost/detail/detail?vid=0&sid=f691b1b0-42e5-4a8e-b372-ddf197086d47%40redis&bdata=JkF1dGhUeXBIPWlwLHVpZCZzaXRIPWVob3NOLWxpdmU%3d#AN=129009&db=nlebk>

Week Three: January 24, 26

Legacies of Conquest: American Industry

- AY: Chapter 16 I-VI; *Emancipation Betrayed*, Chapter 2; AY Ch. 16 Primary Sources- The “Omaha Platform” of the People’s Party (1892); Dispatch from a Mississippi Colored Farmers’ Alliance

Week Four: January 31, February 2

Legacies of Conquest: The West

- AY: 17 I-III, V-VI, VIII; *Emancipation Betrayed*, Chapter 3; AY Ch. 17 Primary Sources- Chief Joseph on Indian Affairs and AY Ch. 17 Primary Sources-Turning Hawk and American Horse on the Wounded Knee Massacre

Week Five: February 7, 9

Modern America emerging, immigration, the New South, global expansion, and the Progressives

- AY: Chapter 18 I, III-IV, 19 I-IV; 20 I-IV; *Emancipation Betrayed*, Chapters 4 or 5

Week Six: February 14, 16

WW I

- AY: Chapter 21; *Emancipation Betrayed*, Chapters 6 or 7; (Instructor will provide) WW I Poetry

Week Seven: February 21

The Great Depression

- AY: Chapter 23; *Emancipation Betrayed*, Chapters 8 or 9; (Instructor will provide) Huey P. Long, Great Barbeque in the Sky; Instructor assigned: Franklin Delano Roosevelt First Fireside Chat “The Banking Crisis” March 12, 1933

Midterm Essay and Exam February 23

Week Eight: February 28, March 2

World War II

- AY: Chapter 24; AY Ch. 24 Primary Sources- A Phillip Randolph and Franklin Roosevelt on Racial Discrimination in the Defense Industry; Aiko Herzig-Yoshinaga on Japanese Internment

Week Nine: March 7, 9

World War II cont’d

- AY: Chapter 24 cont’d; (Instructor will provide) Oral histories from Omaha Beach; AY Ch 24 Primary Sources- Harry Truman Announcing the Atomic Bombing of Hiroshima; Declaration of Independence of the Democratic Republic of Vietnam

Week Ten: March 21, 23

Cold War & The Affluent Society

- AY: Chapter 25 I-III, V-VI and 26 I-V; AY Ch. 26 Primary Sources- Juanita Garcia on Migrant Labor; Hernandez v. Texas

Week Eleven: March 28, 30

The Sixties

- AY: Chapter 27; Prologue and Chapter 1 of Danielle McGuire’s, *At the Dark End of the Street*, Ch. 1 (*Be advised, *this reading covers an instance of sexual assault, you are welcome to replace this reading or skip over the pages covering the sexual assault if you would prefer a different option.* Please contact the instructor if you so desire/deem such is best.

Week Twelve: April 4, 6

The Sixties cont’d

- AY: Chapter 27 cont’d; (Instructor will provide) Civil Rights Movement Oral Histories; AY Ch. 27 Primary Sources- Fannie Lou Hamer: Testimony at the Democratic National Convention 1964; The Port Huron Statement; National Organization for Women, “Statement of Purpose;” Women’s Liberation March 1970

Week Thirteen: April 11, 13

The Rise of the Right

- AY: Chapter 29; (Instructor will provide) Ronald Reagan’s Neshoba County Fair States Rights Speech; AY Ch. 29 Primary Sources- Jerry Falwell on the “Homosexual Revolution;” Pat Buchanan on the Culture War

Week Fourteen: April 18, 20

The Recent Past

- AY: Chapter 30 & End of term class discussion

Week Fifteen: April 25

- End of term class discussion, cont'd

Final Exam: 5/03/2023 @ 3:00 PM - 5:00 PM

| Event | Dates and Deadlines |
|---|--|
| Classes Begin | January 9 |
| Drop/Add (at or after assigned start time) | January 9 - 13 |
| Withdrawal from All Spring Courses with No Fee Liability | January 13 |
| Withdrawal with 25% Refund (W assigned to all Spring courses) | February 3 |
| Drop Deadline (W assigned to individual course(s). Drops of individual courses must be approved by the student's college) | April 14 |
| Withdrawal Deadline (W assigned to all Spring courses) | April 14 |
| Drop or Add a Course after the Drop/Withdrawal Deadline (students must petition their college with appropriate documentation for approval to drop or add after the deadline) | April 26 |
| Withdraw from All Spring Courses after the Drop/Withdrawal Deadline (students must petition their college with appropriate documentation for approval to withdraw from all courses after the deadline) | April 26 |
| Classes End | April 26 |
| Reading Days (no classes) | April 27 - 28 |
| Final Exams | April 29 - May 5 |
| Final Grades Available (transcript view, on ONE.UF) ³ | May 10 |
| Holidays (no classes) | January 16: Martin Luther King, Jr. Day |
| | March 11 - 18: Spring Break |

Social and Behavioral Sciences and Diversity Credit General Education:

AMH 2020 satisfies UF’s Social and Behavioral Science Gen-Ed requirement. 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 on 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 evaluate your cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.

Student Learning Outcomes for Social and Behavioral Sciences and Diversity: Content and Skills

| Category | Content | Critical Thinking | Communication |
|---------------------------------------|--|---|--|
| Social and Behavioral Sciences | <p>Know key themes, principles and terminology within that discipline.</p> <p>Know the history, theory and/or methodologies used within that discipline.</p> <p>Identify, describe and explain social institutions, structures and processes within that discipline.</p> | <p>Apply formal and informal qualitative and/or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions.</p> <p>Assess and analyze ethical perspectives in individual and societal decisions.</p> | <p>Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the discipline, individually and in groups.</p> |
| Diversity | <p>Know the roles of social structure and status of different groups within the United States.</p> | <p>Analyze and evaluate your own cultural norms and values in relation to those of other cultures.</p> <p>Identify, evaluate and compare your own social status, opportunities and constraints with those of other persons and groups.</p> | <p>The diversity designation is always in conjunction with another category; Communication outcomes are listed in those categories.</p> |

to be eligible to graduate. This course, AMH 2020, is one of the courses, POS 2041 being the other, that satisfies this requirement. This course will focus on the topics of democracy, economics, and race, and meet the civic literacy requirement as defined by state statute. As a part of this course, you will be able to demonstrate, an “understanding of the basic principles of American democracy and how they are applied in our republican form of government, an understanding of the United States Constitution, knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-governance, and an understanding of landmark Supreme Court cases and their impact on law and society.” These will be embedded in the course content and class discussion.

Student Learning Outcomes (SLOs) for Civic Literacy. Upon completion of AMH 2020 students will be able to:

1. Identify, describe, and explain the historical evolution of the American form of government throughout modern history (Civil War to the present), with attention to the ways citizens and institutions shaped this growth.
2. Identify, describe, and explain the ways in which diverse cultures and beliefs shaped notions of citizenship, the pursuit of justice, the United States Constitution, and its interpretation.
3. Analyze and evaluate how the basic principles of American democracy are applied in our republican form of government and have affected the opportunities for and constraints on diverse American populations.
4. Analyze, evaluate, and critically reflect on their own community’s relationships to American democracy, and to the implications of this for their intellectual, personal, and professional development at UF and beyond.
5. Using oral and written forms appropriate to the relevant humanities disciplines incorporated into the course, develop and present clear and effective responses, both written and oral, to essential questions regarding the origins of the American republic and the evolving nature of American democracy in the period from the end of the Civil War to today.