

AMH2020: United States Since 1877

Fall 2025 (3 credits)

I. General Information

Meeting days and times: Tuesdays, Thursdays 9:35-10:25 AM

Class location: Pugh 170

Instructor:

Name: Paige Glotzer

Office: Keene-Flint 204

Phone: (352) 392-0271

Email: paigeglotzer@ufl.edu

Office Hours: Wednesdays, 1:45-3:45 PM

Teaching Assistants

Name: Agnieszka Ilwicka-Karuna

Email: a.ilwickakaruna@ufl.edu

Office Hours: TBD

Classroom: TBD

Section Time: TBD

Name: Miguel A Torres-Yunda

Email: mtorresyunda@ufl.edu

Office Hours: TBD

Classroom: TBD

Section Time: TBD

Name: Suzie Skinner

Email: suzieskinner@gmail.com

Office Hours: TBD

Classroom: TBD

Section Time: TBD

Class #20400	Friday, period 3	TUR 2306
Class #20401	Friday, period 4	CSE E221
Class #20402	Friday, period 5	WEIM 1076
Class #20403	Friday, period 7	RNK 0215
Class #20404	Friday, period 7	WEIL 0238
Class #20405	Friday, period 3	TUR 2305

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 movements such as the civil rights 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
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	<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, exams, and class discussion.</p>

III. Graded Work

Grading Components

Category	Weight
Lecture Attendance	10%
Discussion Section Attendance	10%
Discussion Section Participation	15%
Midterm Exam	15%
Reading Responses	15%
Primary Source Comparison	15%

Final Essay	20%
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Lecture Attendance: Our lectures are too large to take full attendance each week. In lieu of calling out names, Professor Glotzer will set aside five minutes at the beginning of random lectures for you to answer a brief writing prompt on an index card. The actual answer you write is ungraded, but will serve to mark you present, late, or absent. You will receive 10 points for being present and on time. You will receive five points for being more than five minutes late. You will receive 0 points for an unexcused absence. Students are permitted two unexcused absences without penalty. After two unexcused absences, each subsequent absence will result in a .5-point deduction from your overall course grade.

If you have accommodations that impact attendance, make an attendance plan with your TA so that you are graded in a way that meets your needs.

Discussion Section Attendance: Your TA will maintain attendance records for all discussion sections. Students are permitted one unexcused absence without penalty, though they are still required to complete the reading response if it is due that week. After the first unexcused absence, each subsequent unexcused absence will result in a one-point deduction from your overall course grade. Every two late arrivals to a discussion section counts as one unexcused absence.

If you have accommodations that impact attendance, make an attendance plan with your TA so that you are graded in a way that meets your needs.

Discussion Section Participation: Discussion sections are smaller meetings where you will collaboratively engage with the required reading through conversation and activities. Participation can take many forms. For each week of discussion section, your TA will assign you a score of zero to five points based on how you actively contribute to section meetings. At the end of the semester your TA will drop your two lowest section participation grades.

If you are absent that week, you will not be assigned a participation score. However, note that since participation is an average of weekly points each absence means one fewer week that factors into that average. Mathematically, that means other weeks will factor into the grade more. (For example, only having five weeks of participation scores versus ten weeks means that each of those five weeks has a greater impact on your semester participation grade because there are fewer data points to average together.)

If you have accommodations that impact participation, make a plan with your TA so that you are graded in a way that meets your needs.

Midterm Exam: The exam is untimed, open book, and entirely run on Canvas. It will not take place in the classroom. You will have a window of several days and can pause as often

as needed. A study guide will be posted on Canvas. There will be a review session. Exams questions consist of the following formats: matching, multiple choice, and fill in the blank.

Reading Responses: Every other week there is assigned reading, you will submit a 250-350-word written response to the reading. On weeks with multiple readings, you may select one or more for your response. Your reading response due date of odd-numbered weeks or even-numbered weeks depends on the first letter of your last name.

Responding to the reading ensures everyone starts discussion section having engaged with the material. That means your time and that of your classmates will be put to much better use in discussion section. However, it is also an important way to practice thinking, critiquing, and asking questions like a historian.

Reading responses do not have specific prompts, but they have three components. You will receive full credit for a reading response if it includes these three components and is within 250-350 words. You will lose credit if you are missing one or more components and/or you are under or over the word-count window.

Analyze – What do you make of the reading? For example, you might consider the author's intended message, certain themes or patterns you see, tactics or strategies you want to dig into, or connections to big ideas and historical context that you think are important. You might also compare or otherwise link elements of the different readings for that week.

Reflect – Give your response a personal angle. Examples of reflection include writing about how you processed the reading. Did aspects of the reading confuse you or feel difficult? Did something surprise you? Did something stick out to you? Did you have a lightbulb moment?

Question – A cornerstone of doing history is asking questions. Examples include but are not limited to posing a question for class discussion to start conversation or raising a clarification or context question. You might even get creative: if you could ask the author a question, what would it be? Questions can also be counterfactual: do you wonder how the same material would be approached from a historical contemporary of the author or under different circumstances? Or, finally, perhaps the reading made you think about big-picture questions.

Primary Source Comparison: The primary source comparison presents two sources and a series of questions for you to answer about those sources that model how historians analyze and synthesize data.

It will be graded as follows:

(10/100 points): All questions are answered

(35/100): When asked, you interpret a primary source and support that interpretation by drawing from the source.

(40/100 points): You compare and contrast the two sources when asked to with thoughtfulness, clarity, and appropriateness.

(15/100 points): You incorporate adequate, accurate, and appropriate context from class lectures and material when asked to.

Final Essay: In lieu of a final exam, you will write a 4-5-page essay in response to a prompt about a pattern in US history. This essay will be your chance to reflect on the material and demonstrate the skills you have learned.

It will be graded as follows:

(25/100 points) Makes a clear argument in the introduction and substantiates that argument successfully throughout the paper.

(45/100 points) Paper demonstrates thoughtful engagement with several historical examples from class material.

(20/100 points) Paper contains a thoughtful and personalized reflection on the relationship between history and the present and/or the future.

(10/100 points) Conclusion summarizes the main argument and reflection, restating how they address the prompt.

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.

Rounding: Non-whole number grades will be rounded up.

Required Materials: None

Material Fees: None

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 through the "Assignments" portal in Canvas by the specified deadlines.

Extensions & Make-Up Exams

Only the professor can authorize an extension or make-up exam. 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

Beyond 1 hour after an assignment's due date (a grace period,) you will lose 5 points per every 24 hours for an unsubmitted assignment. Note that "on time" and "due date" are in accordance with individual arrangements students have due accommodations or unforeseen circumstances. It's usually better to submit something done than something perfect.

Extra Credit

There are no extra credit opportunities. If you are concerned about your grade, please speak with your TA or Professor Glotzer as soon as possible to discuss options.

Canvas

Class announcements will be made through Canvas, and all papers must be turned in via Canvas. Class handouts, assignment rubrics, readings, study guides, and a copy of this syllabus are on our Canvas site. Check your Canvas inbox daily or set it to send you email notifications.

Technology in the Classroom

To respect a wide range of learning styles, I 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 may receive an unexcused absence or a failing participation grade for that meeting. 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 might not answer emails at night, over weekends, or during university-scheduled holidays.

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.

IV. Evaluations

UF course evaluation process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluer.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

V. University Policies and Resources

Students requiring accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with the instructor and discuss their access needs as early as possible in the semester.

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [See the UF Conduct Code website for more information.](#) If you have any questions or concerns, please consult with the instructor or TAs in this class.

Plagiarism and Related Ethical Violations

Ethical violations such as plagiarism, cheating, academic misconduct (e.g. passing off others' work as your own, reusing old assignments, etc.) will not be tolerated and will result in a failing grade in this course. Students must be especially wary of plagiarism. The UF Student Honor Code defines plagiarism as follows: A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to): a. Quoting oral or written materials, whether published or unpublished, without proper attribution. b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student. Note that plagiarism also includes the use of any artificial intelligence programs, such as ChatGPT.

In-class recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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

Campus Resources

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu 352-392-1575, or visit [U Matter, We Care website](#), to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).

University Police Department: Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Student Success Initiative, <https://studentsuccess.ufl.edu/>

[Field and Fork Pantry](#). Food and toiletries for students experiencing food insecurity.

[Dean of Students Office](#). 202 Peabody Hall, 392-1261. Among other services, the DSO assists students who are experiencing situations that compromises their ability to attend classes. This includes family emergencies and medical issues (including mental health crises).

Academic Resources

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the [Student Honor Code and Student Conduct Code webpage](#) for more information.

On-Line Students Complaints: View the [Distance Learning Student Complaint Process](#).

VI. Calendar

Reading responses are due by Wednesdays at 11:59 PM. All reading is either posted on Canvas or linked below.

Assigned Reading Length: Note that due to the digital format of many assigned primary sources, there are no standard page lengths. I have instead provided a word count where applicable.

Week 1 Overview

Lecture: August 21st

Section: August 22nd

Reading: None

Week 2 Reconstruction and The Rise of Jim Crow

Lecture: August 26, 28th

Section: August 29th

Reading:

- [Excerpt of Mississippi Black Code, 1865](#) (1,079 words)
- Share Wages Contract, 1865 (720 words)

Week 3 Westward Expansion

Lecture: September 2nd, 4th

Section: September 5th

Reading:

- [Chester A. Arthur on American Indian Policy \(1881\)](#) (940 words)
- [Laura C. Kellogg on Indian Education \(1913\)](#) (910 words)
- Explore the Overview, Universities, Tribal Nations, and Lands sections of [Land Grab Universities](#). The Stories section is not required. (2,449 words)

Week 4 Immigration and Empire

Lecture: September 9th, 11th

Section: September 12th

Reading:

- Catherine Ceniza Choy, *Empire of Care: Nursing and Migration in Filipino American History* (Durham: Duke University Press, 2003), Chapter 1. Pages 17-40.

Week 5 Connecting Jim Crow, Immigration, Westward Expansion, and Empire

Lecture: September 16th, 18th

Section: September 19th

Reading:

- Paige Glotzer, *How the Suburbs Were Segregated: Developers and the Business of Exclusionary Housing, 1890-1960* (New York: Columbia University Press, 2020) Chapters 1 and 2. Pages 15-82.

Week 6 Life in the Progressive Era

Lecture: September 23rd, 25th

Section: September 26th

Reading:

- Explore the digital exhibit [Children in Progressive-Era America](#) (3,958 words)

Week 7 The Politics of Freedom in the Early 20th Century

Lecture: September 30th, October 2nd

Section: October 3rd

Reading:

- [Crystal Eastman, "Now We Can Begin" \(1920\)](#) (1,240 words)
- [Hiram Evans on the "The Klan's Fight for Americanism" \(1926\)](#) (1,070 words)
- [Herbert Hoover, "Principles and Ideals of the United States Government" \(1928\)](#) (1,684 words)
- [Ellen Welles Page, "A Flapper's Appeal to Parents" \(1922\)](#) (877 words)
- [Alain Locke on the "New Negro" \(1925\)](#) (970 words)

Week 8 The Great Depression

Lecture: October 7th, 9th

Section: October 10th

Reading:

- Explore the digital project [Mapping Inequality](#). Look at the maps and read the area descriptions for at least three cities. (~15-25 pages)

Week 9 Midterm

Tuesday, October 14th: In-class review

Thursday, October 16th: No lecture

No Discussion Section

Exam Window: Tuesday, October 14th, 11:00 AM– Thursday Oct. 16th 11:59 PM

Week 10 World War II at Home and Abroad

Lecture: October 21st, 23rd

Section: October 24th

Reading:

- Watch all segments of the [oral history interview of Aiko Herzig](#) (Total time: 1:52:29)

Week 11 The American Dream and the Cold War

Lecture: October 28th, 30th

Section: October 31st

Reading:

- [NSC-68 \(1950\)](#) (1,020 words)
- [Joseph McCarthy on Communism \(1950\)](#) (870 words)
- [Senator Margaret Chase Smith's "Declaration of Conscience" \(1950\)](#) (2,021 words)
- [Paul Robeson's Appearance Before the House Un-American Activities Committee \(1956\)](#) (1,057 words)

Week 12 A New Order

Lecture: November 4th, 6th

Section: November 7th

Reading

- Vito Russo, Why We Fight. Video available [here](#) (Timestamp: Minutes 0-13)
Transcript available [here](#).
- [The Helms Amendment](#) (105 words)
- [Protest photograph](#) (1 page)
- [Newsweek cover](#) (1 page)
- [Silencio=Muerte: An Interview with Julian de Mayo on the Legacy of ACT-UP's Latina/o Caucus](#) (Note: This is a secondary source) (2,438 words)
- Optional: Browse the [digital archives](#) of ACT UP actions and the Latina/o Caucus

Week 13 The Twenty First Century

Lecture: November 13th

Section: November 14th

Reading:

- [Excerpts of the Supreme Court Decision in Obergefell v. Hodges \(2015\)](#) (1,087 words)
- [Pedro Lopez on His Mother's Deportation \(2008, 2015\)](#) (1,233 words)
- [9/11 Commission Report, "Reflecting on a Generational Challenge" \(2004\)](#) (1,115 words)
- [George W. Bush on the Post-9/11 World \(2002\)](#) (1,051 words)

Work Due: Primary Source Comparison – Nov. 14th, 11:59 PM

Week 14 The Present

Lecture: November 18th, 20th

Section: November 21st

Reading:

- Students with reading responses due will select one news story on an important current event and respond to it, treating the article as a primary source. Link to the article in your response.

Week 15 Thanksgiving Break

Lecture: None

Section: None

Reading: None

Week 16 History and the Future

Lecture: December 2nd

Section: None

Reading: None

Work Due: Final Essay – December 2nd, 11:59 PM