

AMH2020: United States Since 1877

Fall 2025 (3 credits)

I. General Information

Meeting days and times: M,W,F (12:50-1:40)

Class location: Keene-Flint 0119

Class# 27741

Instructor:

Name: Chris Lause

Office: Keene Flint Hall TBA

Email: clause@ufl.edu

Office Hours: Mondays 2:00pm-3:00pm; Wednesdays 2:00pm-3:30pm

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:
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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

Course Assignments and Grading

Course learning outcomes will be achieved through a variety of assignments requiring students to demonstrate firm command of US history from the Reconstruction era through present day. Students will be required to engage critically with both secondary historical literature and primary sources and demonstrate their understanding of that material through both written and oral communication.

Excepting the in-class midterm, assignments will be submitted on Canvas by 11:59 P.M. There will be a 12-hour grace period for late assignments. Once the grace period expires, assignment grades will be reduced by five points for each day that they are late. **If for whatever reason you cannot submit an assignment by the deadline, please reach out to me in advance.** Over the course of the semester students will complete the following assignments:

- *Two short response papers* (400-600 words): Students will write short responses to each of the two assigned books. These are intended as informal reaction pieces, though students should still be wary of excessive summary in lieu of analysis
- *Primary Source Analysis Paper* (400-600 words): Students will be given a primary source to analyze and a prompt to address. Successful essays will demonstrate critical engagement with the source and will formulate a clear historical argument supported by relevant evidence. More information will be provided as we approach the due date
- *In-Class Midterm*- The midterm will consist of a short identification section and an essay section. The exam will cover material explored in the first half of the course
- *Final Essay Proposal/Outline*: A brief summary of your plan for completing the final essay. Further details will be provided as we near the due date
- *Final Essay* (4-6 pages)-In lieu of an in-person final exam, students will write an analytical essay, incorporating primary sources, covering the key themes and ideas explored in the class. Further details will be provided during the term.
- *Attendance and Participation*- While lecture is a core component of this course, I believe students learn more effectively and derive greater benefit from history courses when they can engage with the material in a more hands-on manner. Friday classes will be, therefore, more discussion oriented. Given this, it is important that you not only come to class, but that you also complete the readings and arrive prepared to discuss the material.

Grades will be based on student performance on written assignments, attendance and participation, and the midterm. Assignments in this course will measure the student's ability to think through historical topics critically and communicate their ideas in a clear and persuasive manner. The assignments break down as follows:

Assignment	Weight
Response Papers	15%
Primary Source Response	10%
Midterm	25%
Final Paper Outline	5%
Final Paper	30%
Attendance and Participation	15%

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

All grades .5 points or above the whole number will be rounded up (i.e., 89.5 will be rounded up to 90).

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](#).

Written assignments will be evaluated based on the following criteria:

1. Analysis: Does the essay make a clear and compelling argument? Is the student's own voice evident or is the paper mostly summary?
2. Evidence: Are the paper's assertions supported by relevant evidence?
3. Organization: Is the paper constructed in a coherent and logical manner?
4. Mechanics/Style: Is the paper effectively written? Is the prose clear and free of spelling and grammar errors?

Assignments will be posted at least two weeks prior to their deadlines. The final essay prompts will be posted prior to the midterm. All assignments will be submitted electronically through Canvas. Extensions must be requested prior to the assignment due date and will be handled on a case-by-case basis. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Quick Tips for Success

-Read a little every day: This is a reading intensive course, made more so by the short summer term. Allocating *at least* 20-30 minutes every day will help keep your workload manageable and prevent a backlog from piling up. It will be much more difficult to catch up if you fall behind, so paying close attention to reading assignments and due dates is a must.

-Refer to the syllabus: I will provide reminders in class when assignment due dates draw near, but being mindful of the course schedule will allow you to manage your work most efficiently. Some weeks will be more labor intensive than others. It's good to plan accordingly

-Stay in touch with me: If you encounter any difficulties that might affect your performance in the course (e.g. unclear about an assignment, illness/personal emergency, or general work/life balance issues that often arise over the course of a semester) reach out and let me know.

Grading standards are roughly defined as follows: **Bear in mind that a minimum grade of 'C' is necessary to receive general education credit for this course**

Grade	Description
A	Consistent attendance, thoughtful and critical engagement with the course materials. Written work is clear, well-organized and argued, and supported effectively with relevant evidence
B	Good attendance with a few absences. Consistent if at times cursory engagement with the material. Written work is solid but not exemplary (some writing errors present, analysis is sometimes unsupported by relevant evidence, etc.)
C	Relevant coursework is complete but in a cursory manner. Written work meets basic standards but is short on original analysis and supporting evidence.
D	Infrequent attendance. Little if any careful engagement with the course materials. Written work is incomplete or complete but in superficial fashion that falls short of basic assignment standards

E	Infrequent or non-existent attendance. No demonstration of meaningful engagement with the course material. Written work falls well short of basic assignment standards if it's completed at all
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For more on UF grading policy, see the following link: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext>

Required Readings/Viewings

We will engage with the following materials in this course:

American Yawp vol. 2: **Available free and online.** This is intended more as a reference guide for your own benefit. You should not feel obligated to read it cover-to-cover

After the Fact: The Art of Historical Detection (I will post all chapters to Canvas)

The following two books must be purchased either online or from the campus bookstore

Paul Lombardo: *Three Generations, No Imbeciles: Eugenics, the Supreme Court, and Buck v. Bell*

Viet Thanh Nguyen: *Nothing Ever Dies: Vietnam and the Memory of War*

Slavery By Another Name: Available to watch free online. More information will be provided once the term begins

Primary source readings will, with a couple of exceptions, come from *American Yawp*. I will post the appropriate links each week

Make-Up and Late Work Policy

Assignments submitted after the 12-hour grace period will be penalized five points for each day they are late unless the student provides a valid excuse. Students may request limited extensions on written assignments but must do so at least 24 hours prior to the deadline. Missed exams **cannot** be made up without a valid and documented excuse.

Attendance Policy

Attendance is expected and essential to your success in this course. This does not mean, of course, that students should come to class sick or prioritize the class over family emergencies and related matters. If you are unable to make it to class, you should contact me in advance. More than four unexcused absences will result in a penalty to your grade. Religious holidays, UF athletic travel conflicts, and written explanations from a certified health professional are eligible for an excused absence when cleared with me ahead of time.

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.bluera.com>

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

V. University Policies and Resources

Students requiring accommodation

Students 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 their 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.” We will go over this in greater detail prior to the first written assignment. Students are encouraged to reach out with any additional questions regarding what constitutes plagiarism. 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. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

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. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party-note/tutoring services. 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 Nina Caputo (Associate Chair) (ncaputo@ufl.edu, 352-273-3379). 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

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [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.

VI. Calendar

Tentative Course Schedule

Date	Topics	Assignment
Week 1: 8/22	Course Intro	Read the syllabus (14 pgs)
Week 2: 8/25-8/29	(Re)Building the Nation and Western Expansion	Consult: <i>American Yawp</i> chs. 15 and 17 Read: <i>-After the Fact</i> Ch. 8 (20 pgs) -David Blight: “For Something beyond the Battlefield’: Frederick

		Douglass and the Struggle for the Memory of the Civil War” 1156-1178 Primary sources from <i>American Yawp</i> (10pgs)
Week 3: 9/3-9/5 (No class Monday)	The Gilded Age	Consult: <i>AY</i> : Chs. 16 and 18 Read: - <i>ATF</i> ch. 9 (20 pgs) Primary sources from <i>American Yawp</i> (10 pgs) Watch: <i>Slavery by Another Name</i> (90 minutes) Extra Credit: Write a short (~500 word) response to <i>Slavery by Another Name</i>
Week 4: 9/8-9/12	Building the Nation: The Progressive Era and Jim Crow	Consult: <i>AY</i> Chs. 18 and 20 Read:-Lombardo Intro/Prologue and Chs. 1-4 (90 pgs) Primary sources from <i>American Yawp</i> (10 pgs) Primary Source Paper due: 9/14
Week 5: 9/15-9/19	American Empire	Consult: <i>AY</i> ch. 19 and 20 Read: -Lombardo Chs. 5-10 (90 pgs) Primary sources from <i>American Yawp</i> (10 pgs) Primary Source Analysis Due 9/21
Week 6: 9/22-9/26	WWI and the Roaring Twenties	Consult: <i>AY</i> chs. 21 and 22 Read: Finish Lombardo (90 pgs) - <i>ATF</i> ch. 11 (20 pgs) Ellin Mackay: “Why We Go to Cabarets” (Link provided on Canvas, 7 pgs) Primary sources from <i>American Yawp</i> (10 pgs)

Week 7: 9/29-10/3	The New Deal and World War II	Consult: <i>AY</i> chs. 23 and 24 Read: <i>ATF</i> ch. 13 (20 pgs) Primary sources from <i>American Yawp</i> (10 pgs) Response Paper 1 Due 10/5
Week 8: 10/6-10/10	The 1950s at Home and Abroad	Consult: <i>AY</i> chs. 25 and 26 Read: <i>ATF</i> ch. 14 (20 pgs) Primary sources from <i>American Yawp</i> (10 pgs)
Week 9: 10/13-10/15 (No class Friday)	Midterm 10/15	Review
Week 10: 10/20-10/24	The Civil Rights Movement I	Consult: <i>AY</i> ch. 26 Read: Danielle McGuire, “‘It Was Like All of Us Had Been Raped’: Sexual Violence, Community Mobilization, and the African American Freedom Struggle” (25 pgs) Primary sources from <i>American Yawp</i> (10 pgs) Extra Credit 2: Write a short response (~500 words) to the McGuire article
Week 11: 10/27-10/31	The 1960s and the Civil Rights Movement II	Consult: <i>AY</i> chs. 26 and 27 Read: <i>Nothing Ever Dies</i> : Part One (100 pgs) <i>ATF</i> ch. 17 (25 pgs) -MLK “Letter from a Birmingham Jail” (15 pgs) -Johnson on Voting Rights and the American Promise -Johnson Howard University Address -George Garcia Oral Interview
Week 12: 11/3-11/7	The Collapse of the New Deal Order	Consult: <i>AY</i> ch. 28 Read: - <i>Nothing Ever Dies</i> : Part Two (100 pgs) Tim O’Brien: “How to Tell a True War Story” (link on Canvas, 10 pgs) Primary sources from <i>American Yawp</i> (10 pgs)

Week 13: 11/10-11/14	The Reagan Years	Consult: <i>AY</i> ch. 29 Finish <i>Nothing Ever Dies</i> (100 pgs) Primary sources from <i>American Yawp</i> (10 pgs) Response Paper 2 Due 11/16
Week 14: 11/17-11/21 Thanksgiving Break 11/24-11/30	The End of History	Consult: <i>AY</i> ch. 30 Read: Francis Fukuyama, "The End of History?" 3-18 Primary sources from <i>American Yawp</i> (10 pgs)
Week 15: 12/1-12/3	Wrapping up	Final Paper due 12/11 at 11:59 P.M.