

AMH2020: United States Since 1877

Summer 2025 (3 credits)

I. General Information

Class location: Online

Instructor:

Name: Roger Smith

Office: Keene-Flint Hall 025

Phone: 352-392-6538

Email: redsox9@ufl.edu

Office Hours: By appointment (online through [Zoom Conferences](#); link located in the Canvas navigation menu)

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.

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

By the end of this course, you will be able to:

1. Explain why Reconstruction set up all of American history from that point on. (Module 1-16)
2. Explain how and why American society industrialized during the late 19th Century. (Module 2-4)
3. Explain the causes & consequences of urbanization. (Module 5-6)
4. Explain why racial, ethnic, & gender divisions arose in American society from 1877 to the start of World War I. (Module 8-9)
5. Explain how & why the federal government increased its authority & power in the years following World War I. (Module 8-9)
6. Show when & why a mass national culture emerged. (Module 8-9)
7. Explain how World War II fundamentally changed America. (Module 11-12)
8. Describe how the Cold War started & why it lasted so long. (Module 13)
9. Explain why the Civil Rights movement occurred & how it reshaped American society. (Module 14)
10. Discuss how and why the United States got involved in Vietnam and how that war shaped domestic events. (Module 15)
11. Explain the rise of conservatism in the last quarter of the 20th century. (Module 16)
12. Show how the Cold War ended and the effects of this on both the United States and the rest of the world. (Module 16)

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:

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

Required Materials

- *American Yawp* Textbook (freely available on the web: <https://www.americanyawp.com/index.html>)

Materials will be available through the following means:

The *American Yawp* textbook is available for free online. All other secondary sources and primary sources (indicated with a [P] on the course schedule) will be available through Canvas and web links in the syllabus.

Materials Fee: \$0.00

Graded Components

Discussion Section Homework and Participation (15%): Participation is assessed based on section homework and meaningful contributions to class discussion. Homework will be announced on Monday and must be submitted via Canvas by 9:30a on Friday. This grade will be assessed by your TA, who will assign a participation score of 1-15 using the following rubric:

1. (5 points) Student completes the five homework assignments (1 point/homework).
2. (7 points) Student attends ten or more sections (.7 points/section attendance)
3. (3 points) Student contributes actively to ten section meetings (.3 points/contribution)

Midterm Exam (20%): This timed, closed-book exam will draw from the course's lectures, discussions, and readings. A study guide will be posted to Canvas, and the exam is on Wednesday, February 19, in MCC 0100 at our usual lecture time: 12:50pm EDT.

Final Exam (30%): This take-home exam will draw from the course's lectures, discussions, and readings. A study guide will be posted to Canvas. The final exam is due on Wednesday, April 30, 2025, at 12:00pm EDT.

Final Project: Birthday Research Essay (10%):

This essay is an exercise in historical research, synthesis, and writing.

Academic analysis nearly always begins with some type of close reading: of texts, of data, of images, etc. In this essay you will develop your close reading skills and work on building an argument using the evidence you find. You can think of a close reading essay as developing in three phases:

1. **Observation:** As you read your sources, notice formal elements and nuances of the text such as tone, phrasing, imagery, word choice, etc. Noticing things leads to interpretation.

2. **Interpretation:** Draw inferences from your observations and explain what your observations might mean in context. As you process your interpretations, you will develop an argument.
3. **Argument:** The outcome of a close reading is a coherent argument based on the interpretations derived from your observations. Your argument will be based on evidence in the form of quotations and examples from the text.

Instructions

Begin with **three dates**: the year of your birth, the year of one of your parents' births, and the year of one of your grandparents' births. (For example: 2000, 1969, and 1945).

Do research. Find **two newspaper articles** for each year you are studying. You will use [Proquest Historical Newspapers](#) [Links to an external site.](#) to access these sources (see instructional video for a how-to demonstration). You can feel free to use secondary sources (books written by historians) to provide context, but it is not required.

Then, in the course of doing your research, pick **one** of the following **historical themes**:

- Gender, race, patriotism, religion, nationalism, class, violence, sexuality, technology, ethnicity, immigration.
- If you would like to write on a different theme, get your instructor's approval beforehand.

Finally, in a written essay of 4-6 pages, **explain** how your sources illustrate change over time with regards to your theme. How do your sources differ from one another? In what ways are they similar?

You must quote and cite at least two sources for each year you are studying. As such, over the course of the essay you will be analyzing at least six different newspaper articles.

Writing Strategies

Consider the following suggestions.

Create an Original and Specific Thesis

A thesis, the most basic element of academic writing, is the claim that your essay makes. It is the main thrust of your argumentation, and as such should be clearly stated and well supported. It should also be arguable: if your thesis is obvious or patently true, no one would need to read your essay. As such, a good thesis will take bold and intelligent risks. Your task is to persuade your reader that yours is the best way to read the text; it may be helpful to imagine yourself in dialogue with a cynical reader who does not share your view of the text. In one sense, think of yourself as re-staging your own experience of close reading for the reader: you are guiding them to come to the same conclusions you've come to.

Use Evidence Fairly and Strategically

Much of the excitement of writing lies in creating a unique and original claim, one that makes your reader see with the unworn parts of the eye. It is better to take a risk and try out an idea, especially when you are writing drafts, than to play it safe. Essays that are predictable are not illuminating; you are completely free, even expected, to be creative and risk-taking as you develop your essay—choose an aspect of the evidence that intrigues, confuses, angers you (etc. etc.), and explicate its larger meaning for your reader. But remember, a good argument is always grounded in evidence; indeed your argument grows out of your evidence rather than vice versa, out of the process of a slow, interrogatory reading.

Understand that Writing is Thinking

As you write, give yourself room to explore (part of this means don't wait until the last minute to write). Don't be frustrated if, in writing, you find your essay taking on a life of its own, heading in a different direction than you anticipated. Very often the seeds of the best arguments don't appear until the conclusions of early drafts; in the process of revision, these ideas are moved to the front, fleshed out, and re-worked. This is the purpose of drafts—revisions should be major reworkings and not just a touch up here and there.

Guidelines and Submission

Submit your document in double-spaced, 12-point font.

Your essay will be graded based upon the following:

- Research—have you found relevant, interesting primary sources?
- Theme—have you identified a significant historical theme that the primary sources illuminate?
- Argument—have you explained the significance of the sources and made an argument about change over time?
- Style—have you written in a grammatically correct, clear writing style?

Total Points: 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

Letter Grade	Number Grade
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.

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 as Word documents (.doc or .docx) through the "Assignments" portal in Canvas by the specified deadlines. Do NOT send assignments as PDF files.

Extensions & Make-Up Exams. Only the professor can authorize an extension or make-up exam, and all requests must be supported by documentation from a medical provider, Student Health Services, the Disability Resource Center, or the Dean of Students Office. 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. Unless an extension is granted, the two essays will incur a 10-point penalty for every day they are late, beginning the minute after the official deadline passes. Section homework will receive a grade of zero (F) if submitted after the 9:30am EDT deadline.

Extra Credit. You may submit an extra-credit homework on Friday, April 18, by 9:30am EDT. The professor will announce in class if other extra credit opportunities arise during the semester. All extra credit points will be added to your mid-term exam grade in late April.

Canvas. Class announcements will be made through Canvas, and all papers **must** be turned in via Canvas. Class handouts, lecture slides, assignment rubrics, readings, study guides, a writing sample, and a copy of this syllabus are on our Canvas site. Check your Canvas inbox daily, and read all AMH 2020 Canvas announcements, which is how I communicate with the class.

Technology in the Classroom

To respect a wide range of learning styles, I will 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 during a discussion section will receive an unexcused absence and a failing participation grade for that meeting. No

computers or laptops are allowed on exam days, and those who repeatedly violate the technology policy will be barred from bringing laptops and tablets to class. 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 will not answer emails at night, over weekends, or during university-scheduled holidays. Finally, when you email Dr. Billups, please carbon copy (cc) your TA to streamline communication.

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

VI. Calendar

Date	Topic	Readings/Preparation	Work Due
May 12, 2025	Module 1: Race and Freedom after Reconstruction, 1877-1900	<p>AMH 2020 Syllabus</p> <p>“Reconstruction,” Chapter 15, <i>American Yawp</i>. https://www.americanyawp.com/text/15-reconstruction/</p> <p>Video: Module 1, Pt 1: Violence, Race, and American History (24:46)</p> <p>Video: Module 1, Pt 2: Southern History, 1877-1915 (27:04)</p> <p>[P] Frederick Douglass on Remembering the Civil War, 1877 https://ufl.instructure.com/courses/524820/pages/primary-source-document-frederick-douglass-on-remembering-the-civil-war-1877</p> <p>[P] Mississippi Black Code, 1865 https://ufl.instructure.com/courses/524820/pages/primary-source-document-mississippi-black-code-1865</p> <p>Quiz 1</p>	
May 14, 2025	Module 2: Capital and Labor, 1870-1900	<p>“Capital and Labor, Chapter 16, <i>American Yawp</i> https://www.americanyawp.com/text/16-capital-and-labor/</p> <p>Video: Module 2: The Gilded Age, 1890-1900 (19:02)</p> <p>[P] “Mark Twain, from “The Gilded Age, 1873” https://ufl.instructure.com/courses/524820/pages/primary-source-document-andrew-carnegie-wealth-north-american-review-1889</p> <p>Quiz 2</p>	
May 16, 2025	Module 3: The West	<p>“The West” Chapter 17, <i>American Yawp</i>. https://www.americanyawp.com/text/17-conquering-the-west/</p> <p>Video: Module 3: The West, Americans on the Move, 1870-1900 (9:11)</p> <p>[P] Frederick Jackson Turner, “The Significance of the Frontier to American History” (1893). https://ufl.instructure.com/courses/524820/pages/primary-source-document-frederick-jackson-turner-the-significance-of-the-frontier-in-american-history-1893</p> <p>Quiz 3</p>	
May 19, 2025	Module 4: Life in Industrial America	<p>“Life in Industrial America,” Chapter 18, <i>American Yawp</i> https://www.americanyawp.com/text/18-industrial-america/</p> <p>Video: Module 4: Black Freedom Struggle, 1890-1918 (17:29)</p> <p>[P] Jacob Riis, “How the Other Half Lives” https://ufl.instructure.com/courses/524820/pages/primary-source-document-jacob-riis-how-the-other-half-lives-1890</p> <p>Quiz 4</p>	
May 21, 2025	Module 5: Political Realignments	<p>No readings from <i>American Yawp</i></p> <p>Video: Module 5, Pt. 1: Temperance and Prohibition (20:39)</p> <p>Video: Module 5, Pt. 2: Populism and the 1890s (13:51)</p> <p>[P] Ida B. Wells, “False Accusations, from a Red Record,” 1895 https://ufl.instructure.com/courses/524820/pages/primary-source-document-ida-b-wells-false-accusations-from-a-red-record-1895</p> <p>[P] Alex Manley and the 1898 Wilmington Race Riot https://ufl.instructure.com/courses/524820/pages/primary-source-document-alex-manley-and-the-1898-wilmington-race-riot</p> <p>Quiz 5</p>	

Date	Topic	Readings/Preparation	Work Due
May 23, 2025	Module 6: American Empire	<p>“American Empire” Chapter 19, <i>American Yawp</i> https://www.americanyawp.com/text/19-american-empire/ Video: Module 6: America in the World (15:00) [P] Congressional Speeches on Imperialism, 1900. https://ufl.instructure.com/courses/524820/pages/primary-source-document-congressional-speeches-on-imperialism-1900 Quiz 6</p>	
May 26, 2025	Module 7: The Progressive Era, 1890-1916	<p>“The Progressive Era,” Chapter 20, <i>American Yawp</i> https://www.americanyawp.com/text/20-the-progressive-era/ Video: Module 7: The Progressive Era, 1890-1916 (17:54) [P] George Waring, “Sanitary Conditions in New York,” 1897 https://ufl.instructure.com/courses/524820/pages/primary-source-document-george-waring-sanitary-conditions-in-new-york-1897 Quiz 7</p>	
May 28, 2025	Module 8: World War One and Its Aftermath	<p>“World War One and its Aftermath,” Chapter 21, <i>American Yawp</i> https://www.americanyawp.com/text/21-world-war-i/ Video: Module 8: World War One, Pt. 1 (14:46) Video: Module 8: World War One, Pt. 2 (13:14) [P] <i>Chicago Defender</i> “Letters from the Great Migration,” 1917 https://ufl.instructure.com/courses/524820/pages/primary-source-document-chicago-defender-letters-from-the-great-migration-1917 Quiz 8</p>	
May 30, 2025	Mid-Term Exam	Covers all readings to date	Mid-Term Exam Due at 11:59pm EDT
June 2, 2025	Module 9: The New Era, 1920-1929	<p>“The New Era,” Chapter 22, <i>American Yawp</i> https://www.americanyawp.com/text/22-the-twenties/ Video: Module 9, Pt. 1: America in the Jazz Age: The 1920s (26:01) Video: Module 9, Pt. 2: Eugenics (16:15) Changing Sexual Mores, “Petting on Campus,” 1925 https://ufl.instructure.com/courses/524820/pages/primary-source-document-changing-sexual-mores-petting-and-the-campus-1925 Quiz 9</p>	
June 4, 2025	Module 10: The Great Depression, 1929-1936	<p>“The Great Depression,” Chapter 23, <i>American Yawp</i> https://www.americanyawp.com/text/23-the-great-depression/ Video: Module 10: The Great Depression and New Deal, 1929-1936 (18:41) [P] Bob Stinson, “Flint Sit-Down Strike,” 1936 https://ufl.instructure.com/courses/524820/pages/primary-source-document-bob-stinson-flint-sit-down-strike-1936 Quiz 10</p>	

Date	Topic	Readings/Preparation	Work Due
June 6, 2025	Module 11: The Coming of World War Two, 1920-1941	<p>"World War II," Chapter 24, Sections 1-3, <i>American Yawp</i> https://www.americanyawp.com/text/24-world-war-ii/ Video: Module 11, Pt. 1: Peaceseekers, 1920-1940 (14:41) Video: Module 11, Pt. 2: WWII: Why Did it Happen When it Did? (11:42) [P] "The Senate's Declaration of War": Japan Responds to Japanese Exclusion, 1924. https://ufl.instructure.com/courses/524820/pages/primary-source-document-the-senates-declaration-of-war-japan-responds-to-japanese-exclusion-1924 Quiz 11</p>	
June 9, 2025	Module 12: World War II at Home and Abroad, 1939-1945	<p>"World War II," Chapter 24, Sections 4-9, <i>American Yawp</i>. https://www.americanyawp.com/text/24-world-war-ii/ Video: Module 12: WWII in Japan and Europe (22:22) Video: Module 12: WWII Home Front (16:33) [P] Franklin D. Roosevelt, Executive Order 9066, 1942 https://ufl.instructure.com/courses/524820/pages/primary-source-document-franklin-d-roosevelt-executive-order-no-9066-1942 Quiz 12</p>	
June 11, 2025	Module 13: The Cold War, 1945-1953	<p>"The Cold War," Chapter 25, <i>American Yawp</i>. https://www.americanyawp.com/text/25-the-cold-war/ Video: Module 13, Pt. 1: The World the War Made (15:14) Video: Module 13, Pt. 2: The Cold War and the Red Scare (14:39) [P] The Truman Doctrine, 1947 https://ufl.instructure.com/courses/524820/pages/primary-source-document-the-truman-doctrine-1947 Quiz 13</p>	
June 13, 2025	Module 14: Affluence and Anxiety, 1954-1968	<p>"The Affluent Society," Chapter 26, <i>American Yawp</i> https://www.americanyawp.com/text/26-the-affluent-society/ Video: Module 14, Pt. 1: The Civil Rights Movement (17:49) Video: Module 14, Pt. 2: The Civil Rights Movement Continued (16:31) [P] Southern Manifesto on Integration, 1956 https://ufl.instructure.com/courses/524820/pages/primary-source-document-southern-manifesto-on-integration-1956 [P] Student NonViolent Coordinating Committee "Statement of Purpose," 1960 https://ufl.instructure.com/courses/524820/pages/primary-source-document-student-nonviolent-coordinating-committee-statement-of-purpose-1960 Quiz 14</p>	

Date	Topic	Readings/Preparation	Work Due
June 16, 2025	Module 15: The Sixties, 1960-1969	<p>“The Sixties,” Chapter 27, <i>American Yawp</i> https://www.americanyawp.com/text/27-the-sixties/ “The Unraveling,” Chapter 28, Sections 1-4, <i>American Yawp</i> https://www.americanyawp.com/text/28-the-unraveling/ Video: Module 15, Pt. 1: 1950s and 60s Foreign Policy (26:52) Video: Module 15, Pt. 2: The New Left (16:03) [P] John F. Kennedy “Inaugural Address,” 1960 https://ufl.instructure.com/courses/524820/pages/primary-source-document-john-f-kennedy-inaugural-address-1960 [P] Statement by John Kerry of Vietnam Veterans Against the War, 1971 https://ufl.instructure.com/courses/524820/pages/primary-source-document-statement-by-john-kerry-of-vietnam-veterans-against-the-war-1971 Quiz 15</p>	
June 18, 2025	Module 16: Nixon to Reagan, 1970-2000	<p>“The Unraveling,” Chapter 28, Sections 5-9, <i>American Yawp</i> https://www.americanyawp.com/text/28-the-unraveling/ “The Triumph of the Right,” Chapter 29, <i>American Yawp</i> https://www.americanyawp.com/text/29-the-triumph-of-the-right/ Video: Module 16, Pt. 1: America in the World, 1972-2000 (12:36) Video: Module 16, Pt. 2: Gay Rights and the New Right in America (20:14) [P] Statement of AIDS Patients, 1983 https://ufl.instructure.com/courses/524820/pages/primary-source-document-statements-of-aids-patients-1983</p>	
June 20, 2025	Official Final Exam Day	Covers all readings to date	Final exam due at 11:59pm EDT