

## AMH 2020E – Section 502

### United States History Since 1865

**“All of this is on account of we want to register, to become first-class citizens. And if the Freedom Democratic Party is not seated now, I question America. Is this America, the land of the free and the home of the brave, where we have to sleep with our telephones off the hooks because our lives be threatened daily, because we want to live as decent human beings, in America?”**

**-Fannie Lou Hamer**

Testimony Before the Credentials Committee, Democratic National Convention 1964



Fannie Lou Hamer (center) meets with Annie Devine and Victoria Gray outside the Capitol on January 4, 1965. The civil rights advocates traveled from Mississippi to Washington, D.C., to increase public understanding about barriers preventing African Americans from voting.

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## **PROFESSOR**

**Conference Hours:** Email anytime. Please allow 48-hour response time. Zoom conferences also available Monday through Wednesday before 4pm. Email to arrange.

This class is fully on-line.

All students must have functioning wifi at all times, especially during periods which require submission of materials. The university library and early submission of materials are the best ways to avoid tech related challenges. Due to the nature of this course, malfunctioning wifi will never be accepted as a valid excuse for failure to submit or late submission of assignments, tests or quizzes.

We will have virtual meet-ups and lectures via zoom **bi weekly** as a class throughout the semester as noted on the calendar below. They are not mandatory, but are strongly encouraged. All are welcome to use these class sessions as an opportunity to ask questions, gain clarity and commune with one another.

Keep up with Canvas daily to remain abreast of most up-to-date login instructions, due dates and any modifications to the course.

## **OVERVIEW:**

This course will cover the history of the United States from the Civil War up to the present day. We will examine how the United States has changed socially, politically, demographically, economically, and ideologically over time. We will discuss Americans' diverse experiences with the growing industrial economy, the expanding reach of the American geopolitical and economic empire, the crusades of reformers, and the long rise of modern conservatism. Students will have the opportunity to consider the founding principles of the nation--liberty, equality, and freedom--how they have been enjoyed by some and denied to others. We will together discuss how Americans have disagreed over what it means to be American and what the idea of America has represented at home and abroad.

## **THEMES:**

**Citizenship:** Who has enjoyed it, who has been denied it, how has it been contested, and what does it mean?

**Rights:** How have they been created, contested, denied, earned, redefined and by which individuals and groups United States as a global power?

Empire: When did the US become an empire, how did American involvement reshape global politics and economics and vice versa; how has a globally engaged US changed American values?

### **Civic Literacy Competencies**

- Identify and explain the basic principles and practices of American democracy and how they are applied in our republican form of government,
- An understanding of the United States Constitution and its application,
- Knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-governance, and
- An understanding landmark Supreme Court cases, landmark legislation, and landmark executive actions, and their impact on law and society.

### **LEARNING GOALS:**

In this course, students will:

- Develop core competencies in the historical changes in the United States over the past 150 years across political, economic, cultural, social, and environmental relationships
- Practice ethical historical inquiry by considering complex arguments, contradictory sources, and the relationship of the past to the present
- Build skills to analyze, interpret, and contextualize primary and secondary sources to understand and explain continuity and change over time.
- Analyze competing perspectives and develop methods to consider and describe historical events from multiple perspectives.

### **ACCOMODATIONS**

If you think you need an accommodation for a disability, please let me know. Please provide your accommodations documentation at the start of the semester and email the professor before quizzes and any other assignment that should be modified according to your needs.

### **REQUIRED TEXT**

Given the current global crisis, there will be no textbook required for purchase. Weekly readings will be provided via PDF format. Should students desire a textbook as a supplement, I recommend *A People's History of the United States* by Howard Zinn.

### **GRADING SCALE**

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D

## GRADING STRUCTURE

15 Flash Quizzes	30 points (2 points each)
5 Virtual Discussion Responses	20 points (4 points each)
FAMU History Project	20 points
Final Exam	30 points
Accountability Contract	5 points

\*Requests for extra credit will be met with a deduction of one point for each occurrence. Additional points, beyond the 90-100 points needed for an A grade, are already built into the grading structure as evidenced above. It is the responsibility of the student to take advantage of such an offering during the semester, not at the end.

### **Grading Calculation:**

Simply add all earned points. The sum is the final grade for the course. Add the points received for quizzes, exams, contract, discussion responses and the FAMU History Project. There will be NO make-up opportunities for quizzes or other assignments unless arranged PRIOR to the due date by student and professor. Quizzes will only be available on Tuesdays from 8 am to 8pm. As this is an online class, they will not be re-opened for non-life-threatening illnesses unless approved by the Dean. **DO NOT attempt to calculate your grade by the percentages or averages provided by Canvas. Canvas is sometimes inaccurate for point-based classes as it computes according to work submitted, not all work assigned.**

### **Course Assignments, Due Dates, and Grading**

**Participation**—*Attendance and Participation is critical to making this course successful.* Not only does it offer a broader range of ideas, but it also provides better observation for evaluating how well each student is processing the reading materials

**Exams**—Exams consist of multiple choice, short essay, and essay questions. They are held online. Students will be given prior notice.

**Educational Costs**—Students should anticipate paying about \$35 total over the course of the semester (**IF** they do not already have access to Netflix, Amazon Prime, Apple Downloads, etc) for access to various multi media sources.

### **Important University Policies**

***Incompletes:*** The grade of “I” is given only when a student’s who is passing the course at the end of the semester cannot finish the class due to events beyond his or her control. The missing work may be a major quiz, a final examination, a term paper, or other work. It is not given in lieu of an F. The instructor will stipulate, in writing, at the time the grade is given the conditions under which the “I” may be removed. This temporary grade of “I” is non-punitive and semester hours for the course are not considered in the computation of the quality-point average. Removal must be within one calendar year after the “I” is assigned, or the “I” grade shall become an “F”.

The grade “I” is not assigned if the student must retake the course. In the event a student who earns a grade of “I” decides to retake the course, the student is required to pay for that course.

***Withdrawal:*** You will not be automatically withdrawn from a course because you stopped attending class and doing your work; we make no assumptions. Therefore, such a student will get an “F” at the end of the semester, which will affect financial aid and jeopardize his or her standing at FAMU. Students who have stopped attending classes in a given semester due to personal or health reasons, should officially withdraw from his or her courses altogether to avoid getting an “F”.

***Scholastic Dishonesty:*** Students must maintain a high standard of honesty in their academic work. They should avoid all forms of academic dishonesty, especially the following:

- a. Plagiarism. The appropriation of passages, either word for word (or in substance) from the writing of another and the incorporation of these as one’s own written work offered for credit.
- b. Collusion. Working with another person in the preparation of notes, themes, reports, or other written work offered for credit unless such collaboration is specially approved in advance by the instructor.
- c. Cheating on an examination or quiz. Giving or receiving, offering or soliciting information, or using prepared material in an examination or testing situation. On examinations and quizzes students are expected (a) to remain in the examination room until the examination is finished, (b) to refrain from talking, and (c) to refrain from bringing notes and books into the examination room.
- d. Impersonation. Allowing another person to attend classes, take examinations or to do graded assignments for an enrolled student under his or her name is strictly forbidden.

A violation of any of the above offenses will incur severe disciplinary action ranging from suspension to expulsion from the University. Specific guidelines will be administered by each dean.

**The Department of History’s policy is that students will get a zero on the assignment the first time he/she is caught plagiarizing/cheating. Students will automatically fail the course after a second violation. All papers are run through SafeAssign.**

#### **COURSE CALNEDAR:**

\*Most virtual lectures will take place on Mondays at 1 pm est. Keep up with changes via Canvas. Flash Quizzes are available each week on Tuesday from 8am to 8pm only. Once opened, students will have 10 minutes for response and only one attempt for submission. The Flash Quizzes will serve as a way to gauge student knowledge about course content and serve as a weekly record of engagement. Questions will come from Multi Media Assignments.

Week 1:

- Intro and Overview of the Course

Week 2:

- Reconstruction: An Unfinished Revolution, 1865-1877
- Signed Accountability Contract
- Written Notebook Entry or Collaborative Doc #1

- Virtual Lecture. See Canvas for login.

Week 3:

- The Ecology of the West and South, 1865- 1900
- Written Notebook Entry or Collaborative Doc #2

Week 4:

- Building Factories, Building Cities & The Gilded Age of Politics, 1877- 1920
- Virtual Lecture. See Canvas for login, date and time.

Week 5:

- The Progressive Era, 1895-1920
- Written Notebook Entry or Collaborative Doc #3

Week 6:

- The Quest for Empire, 1865- 1914
- Virtual Lecture. See Canvas for login, date and time

Week 7:

- Americans in the Great War, 1914-1929
- Written Notebook Entry or Collaborative Doc #4

Week 8:

- The New Era, 1920-1929
- Virtual Lecture. See Canvas for login, date and time

Week 9:

- The Great Depression and the New Deal, 1929-1939
- Written Notebook Entry or Collaborative Doc #5
- Exam 1. No flash quiz this week.

Week 10:

- The Second World War, The Cold War & American Globalism, 1939- 1961

\*\*\*\*\* THANKSGIVING\*\*\*\*\*

Week 11:

- America at Mid Century, 1945-1960
- Written Notebook Entry or Collaborative Doc #6

Week 12:

- The Tumultuous Sixties, 1960-1968
- Virtual Lecture. See Canvas for login, date and time

Week 13:

- A Pivotal Era, 1969-1980
- Written Notebook Entry or Collaborative Doc #7
- Primary Source Presentation Due. You are encouraged to submit early.

Week 14:

- Conservatism Revived, 1980-1992
- Virtual Lecture. See Canvas for login, date and time

Week 15:

- Into the Global Millennium: America Since 1992
- Exam 2. No Flash Quiz this week

***Disclaimer:*** This syllabus is intended to provide student guidance on the type of content and activities that will be covered in this course throughout the semester. It will be followed to the extent possible. However, modifications may be made to supplement and/or enhance student learning.

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