

University of Florida  
Department of History  
Fall 2017

**AMH 2020: U.S. History Since 1877**

Dr. Lauren Pearlman

Email: lpearlman@ufl.edu

M/W: 5 (11:45-12:35)

Lecture location: WEIL 0270

Office: 224 Keene-Flint Hall

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Office Hours: Mon 1:00-2:30pm

Wed 9:00-10:30am  
and by appointment

**Teaching Assistants and Section Times/Locations**

Kaitlyn Muchnok (kaitlynmuchnok@ufl.edu)

Section 0201 F | Period 4 (10:40 AM - 11:30 AM) Room: FLI 0115

Section 02H0 F | Period 5 (11:45 AM - 12:35 PM) Room: FLI 0115

Alexis Baldacci (anbalda@ufl.edu)

Section 02H1 F | Period 4 (10:40 AM - 11:30 AM) Room: FLI 0121

Section 03D7 F | Period 5 (12:50 PM - 1:40 PM) Room: MAT 0011

Derek Boetcher (derek.boetcher@ufl.edu)

Section 02GA F | Period 5 (11:45 AM - 12:35 PM) Room: FLI 0113

Section 03D6 F | Period 5 (12:50 PM - 1:40 PM) Room: FLI 0121

**Course Description**

Welcome to AMH2020. This course will cover United States history from the end of Reconstruction in 1877 to the present. Together we will study some of the major social, intellectual, political, and cultural transformations that occurred in the late 19<sup>th</sup> and 20<sup>th</sup> century. You will also develop critical thinking, writing, and interpretive skills critical to life in the 21<sup>st</sup> century. The course is taught chronologically, but we will trace several key issues and themes over time: the diversity of American people, urbanization and migration, the political economy, civil rights, labor rights, gender roles, the emergence of the U.S. as a world power, and the changing role of government in Americans' lives. The 20<sup>th</sup> century was a time of tremendous change, both of astounding economic growth and cultural innovation on the one hand and wrenching experiences of war and social unrest on the other. We will try to understand the character and meaning of those changes, both as participants experienced them and as historians look back on them.

This class will adhere to the National Research Council's classification of history as a social science and provide you with an introduction to the social and behavioral sciences. Consequently, we will employ paradigms, terminology, and methodologies used by social scientists—including both quantitative and qualitative methods. In lecture and discussion section we will focus on American politics and society and the relationships among individuals within our political and social systems. In addition, the core text for the course, *Going to the Source*, will model the techniques and guidelines by which historians in particular research and write about society. Through the required weekly reading and in discussion sections, you will learn to

question and evaluate historical sources and evidence and, in the process, become informed thinkers and critical readers.

### Course Objectives

1. Understand the influence of diverse historical forces – technological, social, political, cultural, economic – on human behavior, achievement, and ideas.
2. Analyze evidence, synthesize conflicting points of view, and evaluate assumptions and biases to attain a balanced historical perspective.
3. Develop the ability to effectively communicate critical thinking, both orally and in writing.
4. Learn key themes, principles, terminology, and methodology within the discipline of history.

### Required Readings

There are three (3) required texts available for purchase at the UF Bookstore or from an online retailer. These are required readings and will form the basis of many assignments.

Note: Amazon.com offers competitive pricing on many of these books, including the option to rent books and purchase used copies. If you decide to purchase your books online, please make sure that you purchase the correct edition and that you allow enough time for shipping. In addition to these books, there may be readings, images, and other primary documents available online via Canvas, the course e-learning site, at <https://lss.at.ufl.edu/>.

- Victoria Bissell Brown, Timothy J. Shannon, eds., *Going to the Source: The Bedford Reader in American History, Volume 2: Since 1865*, 4<sup>th</sup> Edition, ISBN: 9781319027506
- Linda Gordon, *Impounded: Dorothea Lange and the Censored Images of Japanese American Internment*, ISBN:0393330907
- Tim O'Brien, *The Things They Carried*, ISBN:0618706410

Recommended Textbook: For additional background information on the material I will be covering in lecture, I would recommend consulting Nancy Hewitt and Steven Lawson, *Exploring American Histories: A Brief Survey, Value Edition, Volume II, Since 1865*, ISBN: 9781457693243, or any other recent textbook on American history.

### Course Assignments

- Please have your syllabus on hand and be sure to keep up with all of the reading and writing deadlines.
- **Readings:** The reading for this class will ebb and flow, so pay attention to the syllabus and make sure you note which weeks have heavier reading and writing assignments. You are expected to read all of the assigned readings prior to your discussion section and arrive in section with questions, comments, and opinions about what you have read. Make sure to allow enough time in your schedule to read thoroughly and critically.
- **Quizzes:** There will be six (6) quizzes given during the semester. Your TAs reserve the right to let you know when they will be administered (or not!). These quizzes will be

short and will be on the day's reading. Quizzes will be graded on a 20-point scale, and you may drop your lowest score.

- A five hundred (500) word essay analyzing one primary document is due on **September 20**. Your essay will be graded according to the content of your ideas *and* the quality and accuracy of your prose. Further instructions regarding format and content will be distributed before the paper is due. Late papers will be penalized one third of a letter grade for every day that they are late.
- An in-class midterm exam covering all material up to that point will be on **October 18**.
- A one thousand (1000) word essay on *Impounded* is due on **November 3**. Further instructions regarding format and content will be distributed before the paper is due. Late papers will be penalized one third of a letter grade for every day that they are late.
- A one thousand (1000) word essay analyzing a presidential campaign of your choice from the Living Room Candidate website (<http://www.livingroomcandidate.org>) is due on the last day of class, **December 6**. Further instructions regarding format and content will be distributed before the paper is due. Late papers will not be accepted.
- An in class comprehensive final exam will be on **December 14**.

**Grades:** Your grade in this class will be determined largely by your performance on a variety of written assignments and exams. These exercises will allow you to hone your critical thinking and writing skills and allow you to reflect thoughtfully on key themes in U.S. history.

Your grade for this class will be determined as follows:

Participation and Attendance	10%
Quizzes	10%
Midterm	20%
Paper #1	10%
Paper #2	15%
Paper #3	15%
Final Exam	20%

### UF Grading Scale

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	N	G	S	U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	.67	0	0	0	0	0	0	0

A100-94, A-: 90-93

C+: 77-79, C: 74-76, C-: 70-73

B+: 87-89, B: 84-86, B-: 80-83

D+: 67-69, D: 64-66, D-: 60-64

F: below 64

**Essays:** Generally speaking, your TAs will look for the following in your papers:

1. Analysis. Does the paper make a convincing and coherent argument?

2. Evidence. Is the argument well supported by evidence? Is evidence used effectively?
3. Organization. Is the paper structured in logical way?
4. Content and originality. Does the paper make an original contribution or insight? Does the author's own opinion and voice come through?
5. Mechanics and style. Is the paper free of spelling and grammar errors? Is it clearly written?

### **Attendance Policy**

Attendance is central to your learning experience. In addition to showing up for lecture and section on time, be ready to articulate and defend your ideas, as well as to listen to and work with the ideas of others. Attendance in lecture may be taken on a random basis throughout the semester. Attendance in discussion section will be taken every day. You are permitted one unexcused absence from section without penalty. More than three (3) unexcused absences from section will result in failing grade for the class. The TAs are not responsible for contacting students during the semester to apprise them of their attendance status; it is the responsibility of the students to keep a record of their absences. Religious holidays, UF athletic travel conflicts, and written explanations from a certified health professional are eligible for an excused absence when cleared with your TA ahead of time. See UF attendance policy at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### **Late Work and Make-up Policy**

Unless stated otherwise, late papers will be penalized one-third-letter grade for each day they are late. If you know of an excused absence, contact your TA as early as possible to make arrangements to turn in work ahead of time. Missed exams cannot be made up unless you have a university excused absence that you notify your TA or professor of beforehand. If you have an unforeseen emergency, please contact one of us as soon as possible after your absence.

### **Mobile Electronic Device Policy**

Recent studies have shown that college students retain less information when they use laptops instead of pen and paper, and that open laptops are disruptive to nearby students. However, I recognize that many of you are more comfortable taking notes on a computer. Please do not abuse this privilege. I reserve the right to ban laptops if they become disruptive over the course of the semester. Please silence your cell phone prior to the start of class and do not text during class time.

### **Correspondence**

Your TA and I will send important course announcements and other correspondence to you via your UF email account. If you do not use this as your primary account, please make sure that you have your UF email forwarded to you and check your email regularly!

### **How to get in touch with your TA or professor**

- Your TA is your first point of contact for any questions you may have about the course material, readings, papers, exams, or grades. You should be in touch with your TA regularly. That said, I would love to get to know you better, so...

- Come to office hours. I truly enjoy getting to know more about students outside of the classroom. You are encouraged to stop by with any questions that you may have about assignments, readings, your major, going grad school, or other pertinent topics.
- Email me at [lpearlman@ufl.edu](mailto:lpearlman@ufl.edu). I will get back to you within 24 hours, though my response may be slower during the weekend.

### **Students with Disabilities**

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodations must first register with the Dean of Students Office (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting an accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### **Academic Honesty**

The University, as well as your instructor, values and expects academic integrity. Ethical violations include cheating, plagiarism, fabrication, and academic misconduct (including turning in the work of others as your own and reusing old assignments). These will not be tolerated and will result in a failure of the assignment and the risk of an automatic failing grade in the course, and possible expulsion from UF. To avoid plagiarism, you must not copy the words, phrases, arguments, ideas, or conclusions of another person or source (including Internet sources) without properly crediting the person or source with both quotation marks and a footnote. Make sure that you properly cite direct quotations, paraphrased information, and facts that are not widely known. I will provide you with guidelines for proper citations and formatting prior to your submission of all written work, but you may contact me at any time for clarification. For more information on UF's honest policy, see

<http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>. For more information on how UF's Judicial Affairs processes cases of plagiarism, see <http://www.dso.ufl.edu/judicial/academic.php>.

### **Student Evaluations**

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

### **U Matter, We Care**

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

## Course Schedule

### Week One: August 21-25

Introduction and Reconstruction

Read: *Going to the Source*, chapter 1

### Week Two: August 28-September 1

Western Expansion

Read: *Going to the Source*, chapter 2

### Week Three: September 4-8

Industry and Labor

Read: *Going to the Source*, chapter 3

\*No class Monday

### Week Four: September 11-15

Immigration and Urbanization

Read: *Going to the Source*, chapter 4

### Week Five: September 18-22

The Progressive Era

Read: *Going to the Source*, chapter 5

**Paper #1 due Wednesday, September 20**

### Week Six: September 25-29

World War I

Read: *Going to the Source*, chapter 6

### Week Seven: October 2-6

The Roaring 20s

Read: *Going to the Source*, chapter 7

\*No discussion section Friday

### Week Eight: October 9-13

The Great Depression, FDR, and the New Deal

Read: *Going to the Source*, chapter 8

### Week Nine: October 16-20

The New Deal (cont.)

**\*In-class midterm on Wednesday, October 18th**

Read: *Going to the Source*, chapter 9

### Week Ten: October 23-27

World War II

Read: *Impounded* (all)

Week Eleven: October 30-November 3

The Cold War

Read: *Going to the Source*, chapter 10

**Paper #2 due Friday, November 3**

Week Twelve: November 6-10

The Civil Rights Movement

Read: *Going to the Source*, chapter 11

Reading on Canvas

\*No discussion section Friday

Week Thirteen: November 13-17

Rebellion and Retrenchment

Read: *Going to the Source*, chapter 12

Week Fourteen: November 20-24

The Vietnam War

Read: Begin reading *The Things They Carried*

\*No class Wednesday

\*No discussion section Friday

Week Fifteen: November 27-December 1

The 1970s and Beyond

Read: Finish reading *The Things They Carried*

Week Sixteen: December 4-6

The End of History

Read: *Going to the Source*, chapter 13

**Paper #3 due Wednesday, December 6**

**FINAL EXAM FROM 7:30-9:30AM DECEMBER 14TH.**

## A Note on Social and Behavioral Sciences and Diversity Credit

### **General Education: Objectives for Social and Behavioral Sciences and Diversity**

This course satisfies the Social and Behavioral Science Gen-Ed Credit at the University of Florida. The social and behavioral sciences provide instruction in the key themes, principles and terminology, underlying theory, and/or methodologies used in the social and behavioral sciences. You will learn to identify, describe and explain social institutions, structures and processes. This course emphasizes the effective application of accepted problem-solving techniques as well as the evaluation of opinions and outcomes.

This course also satisfies the Diversity Gen-Ed Credit at the University of Florida. Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. This course will encourage you to recognize how social roles and status affect different groups and impact U.S. society. This course will guide you to analyze and to evaluate your own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.

### **Student Learning Outcomes For Social and Behavioral Sciences and Diversity: Content and Skills**

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