

## **U.S. History Since 1877**

AMH 2020

Class No. 25125

Instructor: Richard Brust

Meeting: Tue 1:55-2:45, Thu 1:55-3:50  
Keene-Flint 111

Office Hours: Tue 11-12 a.m., 3-4 p.m.; Thu 10-11 a.m.

Keene-Flint 009

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### **COURSE OVERVIEW**

“The past is never dead. It’s not even past.”

-- William Faulkner  
*Requiem for a Nun*

This course examines American history from the end of Reconstruction to the present. It is a long and complicated story, and it requires students to take the class discussion home with them, and to think about it and debate it with their classmates. As distinct from many other subjects they will study, History is a subjective process; it demands thoughtfulness and inquiry. Nor is it confined only to the readings of this class. That means we will also examine American history through a panoply of different sources: music, film, documentaries, newspaper articles. All are included in the Class Schedule.

The central inquiry of this course is the question: *Who is an American?* How do we describe the qualifications that make someone a citizen? In an era that saw black people emerge from slavery, only to face Jim Crow laws; waves of immigrants entering the country; women’s quest for the right to vote; the expansion of labor unions; a rising imperialism over new lands and people; and the sad demise of the American native, the effort to define who Americans ought to be is essential to these times. Nor was it a passive undertaking. The nation stumbled into periods of chaos and violence in its effort to explain what makes a person an American.

We will also study U.S. foreign policy, which will be guided by the question: *How far does America reach?* We began with the Monroe Doctrine, covering the Western Hemisphere, but today America reaches every person in every country.

## COURSE OBJECTIVES

The Class Schedule is divided into five sections, each roughly explaining that period and its overriding issues. They are:

**America Goes to Work** -- How did the rise of post-bellum industrialism lead to the ever expanding differences between the Gilded Age elite and the working class?

**America Doesn't Work** -- What problems did this new caste-based society face? What did the Progressive Era hope to accomplish? How did we plunge into the Great Depression?

**America Expands** -- How did Americans deal with the conquest of the West, the rise of imperialism, the country's plunge into two world wars, and the aftermath of the Cold War?

**America at Home** -- As a new world power, what problems did Americans begin to find at home? What prompted the Civil Rights Movement, as well as other rights movements of the era?

**America Now** -- How can we explain the rise of the conservative movement in the second half of the century? What problems are we still having to deal with?

In each section students will learn of the different ways that Americans define themselves, and of the leading historical discourses. We will also learn how history played out in culture: How did Americans explain their times in the arts? How did the culture of each era explain to us what Americans thought?

## ASSIGNMENTS/EXAMS

### Required Reading:

[\*The American Yawp\* \(Links to an external site.\)](#)

Nancy Hewitt and Kirsten Delegard, editors. *Women, Families and Communities; Vol. 2*. New York: Pearson Publications, 2008.

### **PLEASE MAKE SURE IT IS VOL. 2!**

Jeanne Wakatsuki Houston and James D. Houston. *Farewell to Manzanar*. Boston: Houghton Mifflin Harcourt: 1973. Latest edition, 2002.

Students are expected to complete two papers of about three pages each on topics that I will pose as the class proceeds. It is crucial that students learn how to write an essay, and we will focus on that skill during the semester. Each paper will be double-spaced, in 12 point type, with one-inch margins. They will be entered into the Canvas assignment slot. **Deadlines are absolute.** A half grade will be deducted for each day the paper is late. If you can not complete the paper on time, contact me by email at least two days before its deadline.

As a **final project**, students will be asked to write a longer paper on a topic that I will suggest as the class proceeds.

Students will also choose one topic among the reading and videos and **prepare to lead the class**. This will contribute to the Class Participation grade.

## **GRADING**

Each short paper will be worth 25 percent of the final grade, and the final essay will be worth 35 percent. I will also grade attendance at 5 percent and class participation at 10 percent.

The grade scale is as follows:

A = 95-100  
A- = 90-94  
B+ = 86-89  
B = 82-85  
B- = 80-82  
C+ = 76-79  
C = 72-75  
C- = 70-72  
D+ = 66-69  
D = 62-65  
D- = 60-62  
F = below 60

## **ATTENDANCE**

It should go without saying that attendance is crucial for this course. I will discuss in class concepts and ideas that are *not* within the assigned reading. So attending and participating is fundamental to understanding this course.

Attendance will be taken at the beginning of class. If students arrive after attendance has been taken, they should speak to me after class.

**Students may miss up to two class meetings with no questions asked. However they MUST contact me by email no later than two hours before class if they expect to be absent.**

Should they miss additional classes, students must present an excused absence. For information on what constitutes an excused absence, students should consult UF's attendance policies:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> (Links to an external site.)

## TECHNOLOGY

Laptops and cell phones are here to stay. I can't forbid using them in class (some professors do.) **But PLEASE be respectful of the class when you use them.** Refrain from sending emails and text messages during class time. For one hour a day your friends can live without knowing what's going on in your lives. If you need to hunt down some information on Google pertaining to the class you may do so. But don't spend the whole class watching a movie.

## FOOD

I will allow closed containers for drinks and non-spillable snacks such as power bars. Please do not bring coffee cups or open-plate meals.

## STUDENTS WITH DISABILITIES

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.” <sup>[1]</sup><sub>SEP</sub>

## HONOR CODE

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 Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class. <sup>[1]</sup><sub>SEP</sub>

## ONLINE COURSE EVALUATIONS

Students in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/> . Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at <https://evaluations.ufl.edu> . Thank you for serving as a partner in this important effort.

## CAMPUS RESOURCES

### *Health and Wellness*

U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center

<https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies).

<http://www.police.ufl.edu/>

### *Academic Resources*

E-learning technical support, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu). <https://lss.at.ufl.edu/help.shtml>.

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling.

<https://career.ufl.edu/> Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

<http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

### **Initials:**

WFC = *Women, Families and Communities; Vol. 2*

TAY = *The American Yawp*

PS = Primary Sources in *The American Yawp*

## AMERICA GOES TO WORK

### *Week 1*

Jan. 7: Introduction

Jan. 9:

TAY 15 -- Reconstruction

*Read it all but focus on sections:*

I. Introduction

V. Racial Violence in Reconstruction

VI. Economic Development During Civil War, Reconstruction  
VII. The End of Reconstruction

Read: [Intro to Plessy v. Ferguson](#)

*Week 2*

Jan. 14, 16:

TAY 15 -- Reconstruction (continued)

[Dissent in Plessy v. Ferguson](#)

Read: WFC -- Not That Sort of Woman

TAY 16 -- Capital and Labor

Read: PS: William Graham Sumner on Social Darwinism

Watch: Factory scenes from Charlie Chaplin's *Modern Times*  
[Charlie Chaplin - Factory Work](#)

[Scene #2](#)

*Week 3*

Jan. 21, 23:

TAY 18 -- Life in Industrial America

*Read it all but focus on sections:*

III. Immigration and Urbanization

V. Gender, Religion and Culture

Read: WFC -- Coming of Age

View: [Triangle Shirt Waist Fire](#)

View: Jacob Riis; "[How the Other Half Lives: Photographs of NYC's Underbelly](#)"

**AMERICA DOESN'T WORK**

*Week 4*

Jan. 28, 30:

TAY 20 -- The Progressive Era  
Read: WFC -- Hull House in the 1890s

*Week 5*

Feb. 4, 6:

TAY 22 -- The New Era

*Read it all but focus on sections:*

VII. The Culture War

VIII. Fundamentalist Christianity

IX. Rebirth of the Ku Klux Klan

Read: WFC -- Women and the Ku Klux Klan

*Week 6*

Feb. 11, 13:

TAY 23 -- The Great Depression

Watch: Scenes from *The Grapes of Wrath*: "[Who Do We Shoot?](#)"

[Who Wants to Work?](#)

Listen: Bruce Springsteen: "[Ghost of Old Tom Joad](#)"

Listen: Roosevelt's [First Fireside Chat](#)

## AMERICA EXPANDS

*Week 7*

Feb. 18, 20:

**FIRST PAPER DUE -- FEB. 20**

TAY 17 -- Conquering the West

*Read it all but focus on sections:*

V. Western Economic Expansion

VI. The Allotment Era and Resistance in the Native West

VIII. The West as History: The Turner Thesis

Read: PS -- Frederick Turner: "Significance of Frontier"

TAY 19 -- American Empire

*Read it all but focus on sections:*

II. Patterns of American Intervention

III. 1898

IV. Theodore Roosevelt and American Imperialism

Read: PS -- Rudyard Kipling: "The White Man's Burden"

*Week 8*

Feb. 25, 27:

TAY 21 -- World War I and Its Aftermath

Read: Woodrow Wilson's [Jan. 22, 1917 speech](#)

Read: PS -- Woodrow Wilson Requests War

Read: Woodrow Wilson's [Fourteen Points](#)

### **SPRING BREAK**

*Week 9*

Mar. 10, 12:

TAY 24 -- World War II

Watch: Only Live News Report From [Attack on Pearl Harbor](#)

Read: PS -- Harry Truman Announcing the Bombing of Hiroshima

Read: *Farewell to Manzanar* -- Part 1, 2

*Week 10*

Mar. 17, 19:

TAY 25 -- The Cold War

Read: PS -- Truman Doctrine

Watch: PS -- Duck and Cover

Watch: [Point of Order](#)

### **AMERICA AT HOME**

*Week 11*

Mar. 24, 26:



**SECOND PAPER DUE -- MAR. 26**

TAY 26 -- The Affluent Society

*We will address the chapter in this order:*

- I. Introduction
- II. The Rise of the Suburbs
- V. Gender and Culture in the Affluent Society
- VI. Politics and Ideology in the Affluent Society

*Rise of the Civil Rights Movement*

- III. Race and Education
- IV. Civil Rights in an Affluent Society

Read: PS -- *Brown v. Board of Education*

Read (optional): "[The Court Comes Together](#)"

*Week 12*

Mar. 31, April 2:

TAY 27 -- The Sixties

*We will address the chapter in this order:*

- III. Civil Rights Movement Continues
- VII. Beyond Civil Rights

Read: Martin Luther King Jr.: "[Letter From a Birmingham Jail](#)"

- II. Kennedy and Cuba
- IV. Lyndon Johnson's Great Society
- V. Origins of the Vietnam War
- VI. Culture and Activism

Listen: Bob Dylan: The Times They Are A'Changin'

[Bob Dylan - The Times They Are A-Changin' \(Audio\)](#)

Listen: Brian and Thomas Owens: Sam Cooke's A Change Is Gonna Come  
["A Change is Gonna Come"; Brian Owens and Thomas Owens](#)

Listen: Sweet Honey in the Rock: [Eyes on the Prize](#)

*Week 13*

Apr. 7, 9:

TAY 28 -- The Unraveling

Read: WFC -- Danielle McGuire: “It Was Like All of Us Had Been Raped”

Listen: The Rolling Stones: [Gimme Shelter](#)

Read: PS -- Report of the National Advisory Commission on Civil Disorders

Watch: [1968 Democratic Convention](#)

Watch: [Watergate report](#)

## **AMERICA NOW**

*Week 14*

Apr. 14, 16:

TAY 29 -- The Triumph of the Right

Read: WFC -- Michelle Nickerson: Moral Mothers and Goldwater Girls

Watch: Ronald Reagan’s 1964 speech [Rendezvous With Destiny](#)

Watch: Ronald Reagan’s 1987 “Tear Down This Wall” speech  
[Reagan - Tear Down This Wall](#)

Watch: Patrick Buchanan’s 1992 “[Culture War](#)” speech

*Week 15*

Apr. 21:

TAY 30 -- The Recent Past

Read: Ta-Nehisi Coates: “[Letter to My Son](#)”

Read: Future of Immigration -- Latinx America

[Article 1](#)

[Article 2](#)

[Article 3](#)

Read: PS -- 9/11 Commission Report

Read: PS -- *Obergefell v. Hodges*

***FINAL PAPER -- DUE APR. 29***

***Topic to be announced***