

History of the Modern United States



French workmen prepare the Statue of Liberty for shipment to the United States, 1880s

AMH 2020: U.S. History Since 1877, University of Florida Summer A 2020; Online

Mr. Madison W. Cates

Email: mwcates@ufl.edu, History Dept. Phone: 352-392-0271

Office Hours (on Zoom): Tuesdays 2-3 PM; Thursdays 3:30-4:30 PM, and by appointment

Description:

How do we explain the rise of a modern American nation? Between 1865 and the 1980s the United States emerged from shattered and divided disunion with weak claims to western territories to become a diverse, powerful continental and world empire. These changes were neither inevitable nor welcomed by all Americans. By paying attention to the voices of contemporaries, we will try to answer a series of perplexing questions in American history, including: What does freedom mean? Who is an American? And, what is the proper relationship between individuals and government? We will examine struggles over the meaning of citizenship; the expanding power of government in the economy and daily life; changing relations of the individual with the community; and the complications of national and international expansion.

The course begins in the aftermath of the Civil War and ends in the waning days of the Cold War, each event marking the end of an era and the beginning of another.

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, *The American Yawp*, will model the techniques and guidelines by which historians 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. For more information, see the addendum found on the last page of the syllabus.

Course Objectives: This course is organized around a series of fundamental problems for all Americans, problems that can only be answered historically. Students will:

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.
5. Gain a thorough understanding of the U.S. Constitution, our founding documents, basic principles of American democracy, and how they have shaped the nature and functions of our institutions of self-governance; along with landmark Supreme Court cases and their impact on law and society.

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/). 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 academic honesty policy, see: <http://regulations.ufl.edu/wp-content/uploads/2018/06/4.040-1.pdf>

For more information on how UF's Judicial Affairs processes cases of plagiarism, see <https://sccr.dso.ufl.edu/process/appeal-process/>

Health and Wellness

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

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 352 392-1575; and the University

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/> (Links to an external site.)

Academic Resources

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

Career Resource Center, Reitz Union, 392-1601.

Career assistance and counseling. <http://www.crc.ufl.edu/> (Links to an external site.)

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/> (Links to an external site.)

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaintprocess>

Student Evaluations

Students in this class are participating in 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.

Course Assignments

- Please review the syllabus carefully and be sure to keep up with all of the reading and writing deadlines.
- **Participation:** The readings for this class will come fast and furious, so pay attention to the syllabus and make sure you note which weeks have heavier reading and writing assignments. You are expected to read and respond to ALL the readings listed for each

week's folder on Perusall. These will be the equivalent of course discussions. Although, they will be posted on Wednesdays for the first five weeks and you should complete them by Friday. Your participation grade will be almost entirely based on your engagement with the readings. Alternatively, the textbook chapters from *American Yawp* provide a helpful supplement to the recorded lectures, although they are not tied to any graded assignment. Make sure to allow enough time in your schedule to read thoroughly and critically.

- **Journal Assignments:** Each journal assignment will ask you to respond to a historical question in 2-3 paragraphs. The best essays will show incisive thought, make connections primary and/or secondary sources, and form an informed, historical argument about the chosen topic. All papers must be turned in on Canvas every Friday (except the final day of class). Submissions that are over 1 week late will be given a zero.
- The take-home, midterm exam covering all material up to that point will be on **Monday June 1st**. A list of possible questions will be posted to Canvas one week before the exam.
- A seven hundred-fifty to one thousand (750-1000) word essay on *Impounded* is due on **Wednesday June 10th**. Further instructions regarding format and content will be distributed on Canvas before the paper is due. Late papers will be penalized one half of a letter grade for every day that they are late.
- A five hundred to seven hundred-fifty (500-750) word essay on the impact of television on American society and politics during the latter half of the 20th century is due on **Wednesday June 17th**. Further instructions regarding the format and content will be distributed on Canvas before the paper is due.
- A take-home, final exam will be given on **Friday June 19th**. A list of possible questions will be posted to Canvas one week before the exam.

Grading: History is a disciplined way of understanding our world as well as the record of the past. The goal is for you to learn to think historically by reading and writing historically. The assignments in this course are designed to assess your performance. They are also intended and designed to enhance your learning experience. There are no “busy work” assignments.

Participation	10%
Journal Assignments (5 total)	10%
Midterm Exam	20%
<i>Impounded</i> Paper	20%
TV and American Culture Paper	20%
Final Exam	20%

UF Grading Scale

Letter Grade A A- B+ B B- C+ C C- D+ D D- E WF I NG 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

A: 100-93, A-: 90-92

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

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Late Work and Make-up Policy

Unless stated otherwise, late papers will be penalized one-half-letter grade for each day they are late. As this is an online class and attendance is not calculated based on physical presence at a particular time, sickness should pose less of a problem than in a live section.

However, if you are sick to the point that completing a module in a timely manner is going to be a problem, please contact me. If you can, provide a Doctor's note. If for whatever reason you cannot, I encourage you to still contact me. We can work out something and I can also help you formulate a plan to catch up if you get behind.

Correspondence

I will send important course announcements and other correspondence to you via Canvas announcements and/or 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!

Required Readings:

- 1.) Joseph Locke and Ben Wright, [*American Yawp*](#), Part II, Chapters 15-30 (Free, online)
- 2.) Linda Gordon, *Impounded: Dorothea Lange and the Censored Images of Japanese American Internment*, ISBN:0393330907



Weekly Schedule:

This class was scheduled to meet each day for 75 minutes, but since it is online you may pace yourself through the materials as you can. However, I would strongly recommend setting aside at least 75-90 minutes per day to listen and take notes on lectures and work on assignments. Establishing and keeping a daily routine is crucial for success in an online course such as this one.

NOTE: This schedule is a proposed course of action, not a contract. Dates, reading assignments, and lecture topics are subject to change with notice.

Week 1: Reconstruction, the West, and Industrialization (1865-1890)

Monday: Course Introduction

Tuesday: Module 1 Lectures and *American Yawp* (hereafter *AY*), Chapter 15

Wednesday: Discuss *AY* Documents on Perusall

Wednesday and Thursday: Module 2-3 Lectures and *AY* Chapters 16 and 17

Friday: Journal #1 due May 15th by 11:59 PM

Week 2: Race, Politics, and Empire in Gilded Age America (1880-1910)

Monday and Tuesday: Modules 4-5 Lectures and *AY*, Chapter 18

Wednesday: Discuss *AY* Documents on Perusall

Wednesday and Thursday: Modules 6-7 Lectures and *AY*, Chapters 19-20

Friday: Journal #2 due May 22nd by 11:59 PM

Week 3: Progressivism, the Great War, and the Roaring 20s (1900-1929)

Monday May 25th (Memorial Day)

Tuesday: Module 8 Lectures

Wednesday: Discuss *AY* Documents on Perusall

Wednesday and Thursday: Modules 9-10 Lectures and *AY*, Chapters 21 and 22

Friday: Journal #3 due May 29th by 11:59 PM

Week 4: America in Depression and War (1929-1960)

Monday June 1st: Midterm Exam due on Canvas by 11:59 PM

Tuesday: Module 11 Lectures and *AY*, Chapter 23

Wednesday: Discuss *AY* Documents on Perusall

-Begin reading *Impounded*

Wednesday and Thursday: Modules 12-13 Lectures and *AY*, Chapters 24-25

Friday: Journal #4 due June 5th by 11:59 PM

Week 5: Triumph and Tragedy in Postwar America (1960-1980)

Monday and Tuesday: Modules 14-15 Lectures and *AY*, 26-27

Wednesday: Discuss *AY* Documents on Perusall

Wednesday June 10th: Impounded Paper Due by 11:59 PM

Thursday: Module 16 Lectures and *AY*, Chapter 28

Journal #5 due June 12th by 11:59 PM

Week 6: Into the 21st Century (1980-Present)

Monday: Module 17 Lectures and *AY* Chapters 29-30

Tuesday: NO Lectures, Work on Papers

Wednesday June 17th: TV and American Culture Paper Due By 11:59 PM

Thursday June 18th: Optional Extra Credit Assignment Due

Friday June 19th: FINAL EXAM

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
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<p>Social and Behavioral Sciences</p>	<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>
<p>Diversity</p>	<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>