

University of Florida
Department of History
Fall 2016

AMH 2020: U.S. History Since 1877

Dr. Lauren Pearlman

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M/W: 7 (11:45-12:35)

Lecture location: WEIL 0270

Office: 218 Keene-Flint Hall

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Office Hours: Mon 1:30-3:00

Wed 2:30-4:00

Teaching Assistants and Section Times/Locations

Meagan Frenzer (mfrenzer@ufl.edu)

Section 0201 F | Period 4 (10:40 AM - 11:30 AM) Room: MAT 0103

Section 02H0 F | Period 5 (11:45 AM - 12:35 PM) Room: MAT 0005

Section 046F F | Period 7 (1:55 PM - 2:45 PM) Room: MAT 0003

Madison Cates (mwcates@ufl.edu)

Section 02H1 F | Period 4 (10:40 AM - 11:30 AM) Room: MAT 0016

Section 02GA F | Period 5 (11:45 AM - 12:35 PM) Room: MAT 0003

Section 22D2 F | Period 7 (1:55 PM - 2:45 PM) Room: MAT 0112

AJ Donaldson (ajasky@ufl.edu)

Section 1503 F | Period 4 (10:40 AM - 11:30 AM) Room: MAT 0102

Section 1840 F | Period 5 (11:45 AM - 12:35 PM) Room: MAT 010

Section 03GB F | Period 7 (1:55 PM - 2:45 PM) Room: FLI 0113

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 19th and 20th century. You will also develop critical thinking, writing, and interpretive skills critical to life in the 21st 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 20th 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 five (5) 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*, 4th Edition, ISBN: 9781319027506
- Pietro Di Donato, *Christ in Concrete*, ISBN:0451525752
- Linda Gordon, *Impounded: Dorothea Lange and the Censored Images of Japanese American Internment*, ISBN:0393330907
- Alice Echols, *Scars of Sweet Paradise: The Life and Times of Janis Joplin*, ISBN:0805053948
- 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 19**. 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 12**.
- A one thousand (1000) word essay on *Impounded* is due on **November 2**. 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 7**. 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. Three or more 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. 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/). 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/scct/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>.

Course Schedule

Week One: August 22-26

Introduction and Reconstruction

Read: *Going to the Source*, chapter 1

Week Two: August 29-September 2

Western Expansion

Read: *Going to the Source*, chapter 2

Week Three: September 5-9

Industry and Labor

Read: *Going to the Source*, chapter 3

*No class Monday

Week Four: September 12-16

Read: Immigration and Urbanization

Read: *Going to the Source*, chapter 4

Week Five: September 19-23

The Progressive Era

Read: *Going to the Source*, chapter 5

Paper #1 due in class on Monday, September 19

Week Six: September 26-30

World War I

Read: *Going to the Source*, chapter 6

Begin reading *Christ in Concrete*

Week Seven: October 3-7

The Roaring 20s

Read: Finish reading *Christ in Concrete*

Week Eight: October 10-14

The Great Depression

No reading, prepare for midterm

***In-class midterm on Wednesday, October 12th**

*No discussion section Friday

Week Nine: October 17-21

FDR and the New Deal

Read: *Going to the Source*, chapter 8

Begin reading *Impounded*

Week Ten: October 24-28

World War II

Read: Finish reading *Impounded*

Week Eleven: October 31-November 4

The Cold War

Read: *Going to the Source*, chapter 10

Paper #2 due in class on Wednesday, November 2

Week Twelve: November 7-11

The Civil Rights Movement

Read: Begin reading *Scars of Sweet Paradise*

*No discussion section Friday

Week Thirteen: November 14-18

Rebellion and Retrenchment

Read: Finish reading *Scars of Sweet Paradise*

Week Fourteen: November 21-25

The Vietnam War

Read: Begin reading *The Things They Carried*

*No class Wednesday

*No discussion section Friday

Week Fifteen: November 28-December 2

The 1970s and Beyond

Read: Finish reading *The Things They Carried*

Week Sixteen: December 5-7

The End of History

Read: *Going to the Source*, chapter 12-13

Paper #3 due in class on Wednesday, December 7

FINAL EXAM FROM 3-5PM WED 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
Social and Behavioral Sciences	<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>
Diversity	<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>