

AMH 2020 - American History from 1865 to Present

UF Online - Spring 2019

Elyssa Gage: elyssa.j@ufl.edu

Office Hours: TBA

This American History course covers the history of the United States from Reconstruction to the present time. It is important that you keep up on the assigned readings, as they supplement, not duplicate, on-line lectures (supplemental does not mean optional!)

Course Objectives-

Students will be able to:

1. Explain why Reconstruction set up all of American history from that point on.
2. Explain how and why American society industrialized during the late 19th century.
3. Explain the causes & consequences of urbanization.
4. Explain why racial, ethnic, & gender divisions arose in American society from 1877 to the start of World War I.
5. Explain how & why the federal government increased its authority & power in the years following World War I.
6. Show when & why a mass national culture emerged.
7. Explain how World War II fundamentally changed America.
8. Show how the Cold War started & why it lasted so long.
9. Explain why the Civil Rights movement occurred & how it reshaped American society.
10. Show how and why the United States got involved in Vietnam and how that war shaped domestic events.
11. Explain the rise of conservatism in the last quarter of the 20th century.
12. Show how the Cold War ended and the effects of this on both the United States and the rest of the world.

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. Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures and processes. This course emphasizes the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes and human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

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.

General Education: Student Learning Outcomes for Social and Behavioral Sciences and Diversity

Category	Definition	Course SLO
CONTENT	Knowledge of the concepts, principles, terminology and methodologies used within the historical discipline.	Students will demonstrate competence in the terminology, concepts, methodologies and theories used within the historical discipline. Students will also know the roles of social structure and status of different groups within the United States.
COMMUNICATION	Communication is the development and expression of ideas in written and oral forms.	Students will communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the historical discipline.
CRITICAL THINKING	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students will analyze information carefully and logically from multiple perspectives, using historical methods, and develop reasoned solutions to problems. Students will also analyze and evaluate their own cultural norms and values in relation to those of other cultures. Students will identify, evaluate and compare their own social status, opportunities and constraints with those of other persons and groups.

Grades and Assignments

Your grade for this course will be determined in the following manner:

Quizzes	5%
Responses	10%
Discussions	10%
Tests (2)	30%
Midterm	20%
Final Exam	25%

Grades will be assigned according to the following scale:

			A	93-100		A-	90-92
B+	87-89		B	83-86		B-	80-82
C+	77-79		C	73-76		C-	70-72
D+	68-69		D	66-67		D-	64-65
F	<64						

- For every module, there will be a short **quiz** on the readings. They will be short in duration (5-10 minutes) and consist of multiple-choice questions. These quizzes are given to ensure that you are keeping up on the reading and have a working knowledge of the subject matter. They are also guidelines about what some of the key facts, actors, events are for each module.
- You will also complete a **response** for each module and participate in a **discussion**. More detailed guidelines for both these assignments are included at the end of this syllabus and will be available on Canvas through the Assignment Instruction tab on the homepage.
- There will be two **tests**, due February 1 and April 5. These will consist of multiple choice questions, short answers and essay questions.
- The **midterm** exam will be due at the mid-point of the semester. The **final** will be due at the end of the final exam window. These will both be take-home essays requiring rigorous argumentation and use of evidence. For those interested, the final essay may be substituted with an un-essay project, which should be designed in consultation with the professor.
- There will **NOT** be study guides for any of the tests. You should base your preparation for them on the objectives of the course and of each module, as well as the questions posed for responses and discussions, and the quizzes. The **objectives** in particular are the guiding thread through which you should be seeking to understand the material.
- There will be the possibility of extra credit – an assignment will be given after the midterm.

Readings

Your readings for the semester will come from three sources: the textbook, the edited volume Women, Families, & Communities, and the primary sources that come with the textbook under My History Lab (Listed in syllabus as **MHL**). The two books should be available for purchase on-line and through the campus bookstore. I suggest you get the text as an ebook. If you experience any problems in buying the books, please let me know as soon as possible. There will also be supplemental videos to watch on some weeks.

The course books are:

- American Stories - Brands et al- Volume Two- 3rd Edition 2014
(Listed in syllabus as **TEXT**) – you should be able to access this online through Canvas with the code. Please let me know as soon as possible if you have difficulties
- Women, Families, & Communities Nancy Hewitt Volume Two- 2nd Edition 2008
(Listed in syllabus as **WFC**)

NOTE: Be sure to purchase the correct volumes and editions of the books.

Course Policies

Requirements for course participation, make-up exams and essays, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Communications

I can be reached either by e-mail or Canvas messages. Please be professional in your communications. You can review UF's Netiquette Guide for Online Courses here:

<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

If you have a problem with the Canvas system, contact E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

You can then e-mail me to notify me, including the transaction number from the help desk.

Plagiarism

Be aware of the University's policy on plagiarism. The Internet has made this situation more problematic but understand that plagiarists will be caught. This is especially problematic in an on-line class such as this. If you have any questions about what constitutes plagiarism, please do not hesitate to ask. All plagiarism offenses will be reported on a Faculty Adjudication Form and forwarded to the Office of Student Judicial Affairs. You may get more information on UF's Judicial Affairs process at

<http://www.dso.ufl.edu/judicial/academic.php>

Plagiarism will not be tolerated in this class, as it constitutes intellectual theft and academic dishonesty. If you turn in the work of others and try to pass it off as your own, you will fail that assignment and risk expulsion from the University of Florida. I will give you the guidelines, expectations, and other information regarding the written work in this course, so you really have no reason to cheat. I take these matters very seriously and will prosecute vigorously if provoked. Any possible rewards derived from plagiarism simply don't justify the risk.

University Resources

Disability Services

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, 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.

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/>

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/>

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/>

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

Weekly Schedule & Readings-

It is important that you keep up on the readings, as they will provide the base knowledge for class lectures and discussions.

Week One- January 7-13

Text- Chapter 16- "The Agony of Reconstruction."

WFC- Chapter One- "Not that Sort of Women"

MHL- Activities 1-4

Week Two- January 14-20

Text- Chapter 17- "The West"

MHL- Frederick Jackson Turner, Helen Hunt Jackson, Yick Wo v. Hopkins

Week Three- January 21-27

Text- Chapter 18- "The Industrial Society."

WFC- Chapter 2- "Hull House in the 1890s."

MHL- Twain, Carnegie, George Engel

Week Four- January 28 – February 3

Text- Chapter 19 “Towards an Urban Society.”

WFC- Chapter 3- “Coming of Age.”

MHL- Riis, Olmsted, Fox

TEST 1- Due By February 1 at 11:59 pm

Week Five- February 4-10

Text- Chapter 20- “Political Realignments.”

Watch [“Murder at the Fair: The Assassination of President McKinley”](#)

MHL- Wells, Manley, Peoples’ Party Platform, Bryan

Week Six- February 11-17

Text- Chapter 21- “ Towards Empire”

Watch [Spanish American War](#) and [The Boxer Rebellion](#)

MHL- Congressional Speeches on Imperialism, the Platt Amendment, McKinley

Week Seven- February 18-22

Text- Chapter 22- “The Progressive Era.”

WFC- Chapter 4- “Putting on Style.”

Watch videos on Slavery by Another Name (PBS), Ford’s Assembly Line, and Coney Island

MHL- Waring, NYT on Coney Island, Spargo

Week Eight- February 25-March 3

Text- Chapter 23- “From Roosevelt to Wilson in the Age of Progressivism”

WFC- Chapter 5- “I had my own business.”

Watch- videos on Roosevelt and Wilson (on Canvas)

MHL- Roosevelt, Wilson, Debs

MIDTERM- Due by March 1 at 11:59 pm

Spring Break- March 2-10

Week Nine- March 11-17

Text- Chapter 24- “The Nation at War.”

Watch- videos on supporting the war, “We heard the Bells,” Rosewood

MHL- Great Migration, Wilson, Abrams v US

Week Ten- March 18-24

Text- Chapter 25- “Transition to Modern America.”

WFC- Chapter 6 “Women and the KKK”

Watch- Scopes, Babe Ruth, Ken Burns on Prohibition
MHL- Immigration Law, Changing Sexual Mores, Creed of the Klanswomen

Week Eleven- March 26-30

Text- Chapter 26- “FDR and the New Deal.”

WFC- Chapter 7 “Women of the Depression.”

Watch- Civilian Conservation Corps, Flint Sit Down Strike

MHL- Women on the Breadlines, Coughlin, Flint Sit-Down Strike, Letter to FDR

Week Twelve- April 1-7

Text- Chapter 27 ”America and the World.”

WFC- Chapter 8- “Women Under Fire.”

Watch- Manpower

MHL- Lindbergh, Randolph, Korematsu v United States

TEST 1- Due By April 5 at 11:59 pm

Week Thirteen- April 10-14

Text- Chapter 28- “The Onset of the Cold War.”

Watch- Billy Joel, Operation Vittles, Korean War, Welch versus McCarthy

MHL- Kennan, Truman Doctrine, McCarthy

Week Fourteen- April 15-21

Text- Chapter 29 - “Affluence & Anxiety”

WFC- Chapter 9 “Leave it to Beaver” and

Chapter 10 “It Was Like All of Us had been Raped” (CONTENT WARNING)

Watch- Highways Act, 1950s Television, Woolworth Lunch Counter

MHL- Ladies Home Journal, Life, Student NonViolent Coordinating Committee, Southern Manifesto

Week Fifteen- April 22-24 - Last Day of Classes is Wednesday April 24

Text- Chapter 30- “The Turbulent Sixties”

WFC- Chapter 11 “Moral Mothers & Goldwater Girls” and Chapter 12 “Taking Over Domestic Space”

Watch- Freedom Summer, Cuban Missile Crisi, Gulf of Tonkin, Tet Offensive, Rock History, Tommie Smith/John Carlos

MHL- JFK, LBJ

Final Exam- During Exam Week: April 27-May 3