
AMH 393 I: THE ROARING TWENTIES

UNIVERSITY OF FLORIDA

CLASS MEETING:

T | PERIOD 4
(10:40 AM - 11:30 AM)
R | PERIOD 4-5
(10:40 AM-12:35 PM)
ROOM: MCCB G108

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E-LEARNING:
[HTTPS://LSS.AT.UFL.EDU/](https://lss.at.ufl.edu/)

OFFICE HOURS

Tuesdays
11: 45- 1:45pm
Keene-Flint, Room 009
& By Appointment

COURSE DESCRIPTION

This course explores American history through the decade of the 1920s. Our goal is to examine the cultural, social, economic, gender, and racial changes of this decade and identify ways in which these transformations shaped the nation throughout the rest of the twentieth century. The emphasis on multiple perspectives allows us to understand how these concepts continue to influence the lives of Americans today.

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.

THROUGH IN-CLASS LECTURES, IN-CLASS DISCUSSIONS, MULTIMEDIA, THE TEXTBOOK, AND DOCUMENT-BASED READINGS, YOU WILL LEARN TO QUESTION AND EVALUATE HISTORICAL SOURCES AND EVIDENCE FROM THE 1920S AND, IN THE PROCESS, BECOME INFORMED THINKERS AND CRITICAL READERS.

REQUIRED READING

Hemingway, Ernest. *The Sun Also Rises*. New York: Scribner, 2006.

Dumenil, Lynn. *The Modern Temper: American Culture and Society in the 1920s*. New York: Hill and Wang, 1995.

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GENERAL CLASS BEHAVIOR

- Treat the class, your fellow students, and the instructor respectfully.
 - Use computers responsibly—stay off shopping websites, Facebook, Netflix, and so forth. If it appears that computer use is being abused, I will institute a no-computer policy.
 - Turning off cell phones prior to class; No cell phones out during class.
 - Arrive at class on time; Late arrivals will affect your participation and attendance grade.
 - No eating/food in class.
 - Remain in class until class is over; No packing up early.
 - Engage in discussion properly: good listening is as important as good talking.
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ATTENDANCE POLICY

Attendance is central to your learning experience. In addition to showing up for class on time, be ready to articulate and support your ideas, as well as to listen to and work with the ideas of others.

Attendance will be taken at every class meeting throughout the semester. You are permitted **THREE** absences without penalty, but on the fourth absence and each subsequent absence, your final grade for the course will be reduced by a third of a letter grade (i.e., from an A to a A-, an A- to a B+, etc.).

The instructor is 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 instructor ahead of time. See UF attendance policy at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

LATE WORK & 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 instructor as early as possible to make arrangements to turn in work ahead of time. Missed exams cannot be made up unless you have an university excused absence that you notify your instructor of beforehand. If you have an unforeseen emergency, please contact the instructor as soon as possible.

MOBILE & ELECTRONIC DEVICES 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. All cell phones should be away in your bag during the entire class.

CORRESPONDENCE

I will send important course announcements and other correspondence to you via your UF email account and Canvas. 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!

When emailing with the instructor, please remember that correspondence should be formal and include your name, section number, and address your instructor formally.

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. Testing accommodations must be submitted to the DRC with at least 4 days notice before the exam.

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>.

ASSIGNMENTS

Please go over your syllabus and keep it on hand throughout the semester. This will allow you 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. Make sure to allow enough time in your schedule to read thoroughly and critically.

- **Weekly Reading Responses:** Students will submit 200 words response to a prompt posted weekly on canvas (under "discussions"). These weekly reading responses should reflect careful

reading and a thoughtful reaction to the assigned works for that week. In addition, you are required to pose one thoughtful question regarding the topic. These posts will be graded and are due by 10:40am each Thursday indicated on Canvas. There will be 11 Discussion Posts, and the lowest of the responses will be dropped. **DUE WEEKLY, SEE CANVAS**

- **Movie Review:** Students are expected to write at least 500 words of a review of a film produced in the 1920s. Students may select and review other films from that decade which are available, so long as it is approved by the Instructor at least a week before the due date. *Further instructions regarding format and content will be distributed before the paper is due.*

DUE FEBRUARY 14TH BY 10:40AM

- **Analytical Essay:** Students will write one 1,000-word essay on Ernest Hemingway *The Sun Also Rises* (1926) worth 20% of your grade. This essay, which should be posted on Canvas no later than class meeting time of the due date should be analytical in nature. *Further instructions regarding format and content will be distributed before the paper is due.*

DUE MARCH 14TH BY 10:40AM

- **Primary Source Analysis:** Students will create an Adobe Spark Story about a significant figure from the Harlem Renaissance and Jazz Age. You will use primary sources in your Spark Story in order to describe the life and lived experience of your individual. *Further instructions regarding format and content will be distributed before the assignment is due.* **DUE APRIL 2ND BY 10:40AM**

- **Final Project:** As a final project, students will design their own exhibit that explores the 1920s. Students will submit a 1,000 word exhibit proposal. These exhibits will rely on narrative and specific artifacts to help convey stories students wish to convey to their audience. **DUE AT 11:59PM ON FRIDAY APRIL 26**

GRADES

Your grade in this class will be determined largely by your performance on a variety of written assignments as well as class participation and attendance. 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 during the 1920s.

- Final Project—25 percent
- Movie Review— 15 percent
- Analytical Essay—20 percent
- Primary Source Analysis—15 percent
- 11 Discussion Posts (Lowest Dropped)—15 percent total
- Participation— 10 percent

GRADING SCALE

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100- 95	94-90	89-86	85-83	82-80	79-76	75-73	72-70	69-66	65-63	62-60	59 & Below



COURSE SCHEDULE

The Instructor reserves the right to alter this syllabus at any time during the semester.

Week 1: History as a Discipline

Reading-

https://www.macmillanlearning.com/Catalog/uploadedFiles/Content/BSM/Discipline/History/Preview_LearnToThinkReadLikeHistorian.pdf

Week 2: Setting the Stage for the 1920s

Reading-

Dumenil, Lynn. *The Modern Temper: American Culture and Society in the 1920s*. New York: Hill and Wang, 1995. Chapter I

Video-

<https://www.smithsonianchannel.com/videos/america-in-color-the-1920s/56898>

<https://oyc.yale.edu/african-american-studies/afam-162/lecture-8>

- Start at Chicago Riot marker

Week 3: The Red Scare & American Democracy

Reading-

The Modern Temper, Chapter I & Chapter V, Section 6.

Selected Texts-

Tuttle, William M., Jr. *Race Riot: Chicago in the Red Summer of 1919*. Urbana: University of Illinois Press, 1996. Chapter I.

<http://chnm.gmu.edu/courses/hist409/palmer.html>

<http://writing.upenn.edu/~afilreis/88/sacvan.html>

Video-

<https://ufl.kanopy.com/video/sacco-and-vanzetti-0>

Week 4: The American Dream- Immigration & Migration

Reading-


The Modern Temper, Chapter V & VI.

<https://www.nps.gov/articles/closing-the-door-on-immigration.htm>

Video-

<https://ufl.kanopy.com/video/goin-chicago>

<https://ufl.kanopy.com/video/sacco-and-vanzetti-0>



Week 5: Economy & Mass Consumerism

Reading-

The Modern Temper, Chapter II.

Lizabeth Cohen. 1989. "Encountering Mass Culture at the Grassroots: The Experience of Chicago Workers in the 1920s." *American Quarterly*, no. 1: 6.

Selected Texts-

Erenberg, Lewis A. *Steppin' Out: New York Nightlife and the Transformation of American Culture, 1890-1930*. Chicago: The University of Chicago Press, 1984.

Video-

<https://www.youtube.com/watch?v=PWqgPrpzat0>

Week 6: Flappers, Dolls, & The New Woman

Reading-

The Modern Temper, Chapter III.

<https://www.trumanlibrary.org/educ/betweenthewars/Reinterpreting1920s.pdf>

<https://www.smithsonianmag.com/history/flappers-took-country-storm-ever-go-away-180964412/>

Selected Texts-

Ress, Stella. "Finding the Flapper: A Historiographical Look at Image and Attitude." *History & Compass* 8, no. 1 (n.d.): 118–128.

<https://www.archives.gov/education/lessons/woman-suffrage/army-nurses#documents>

Week 7: Prohibition

Reading-

The Modern Temper, Chapter V, Section 6.

Selected Texts-

Lerner, Michael A. *Dry Manhattan: Prohibition in New York City*. Harvard University Press, 2008.

Video-

<https://ufl.kanopy.com/video/prohibition-ken-burns>


Episode 2 & 3

<https://www.missedinhistory.com/podcasts/how-prohibition-works.htm>

Week 8: Organized Crime

Reading-





Richardson, Betty. "Gangsters of the Prohibition Era." *Salem Press Encyclopedia*, 2017.
<http://eds.a.ebscohost.com.lp.hscl.ufl.edu/eds/detail/detail?vid=0&sid=7df6cdea-2b06-4316-8936-a153be366a61%40sessionmgr4008&bdata=jkFl dGhUeXBIPWlwLHVpZCZzaXRIPWVkcylsaXZl#AN=95342875&db=ers>

Selected Texts-

Behr, Edward. *Prohibition: Thirteen Years That Changed America*. New York: Arcade, 1996.

Video-

The Making of the Mob: The Man Who Rigged The World Series

<https://www.youtube.com/watch?v=AMfsORGTMqQ>

<https://ufl.kanopy.com/video/prohibition-ken-burns>

Episode 2 & 3

Week 9: Spring Break

Week 10: American Art & Culture- Lost Generation

Reading-

The Modern Temper, Chapter IV, Section 1-3.

Video-

<https://www.smithsonianmag.com/travel/guide-hemingways-paris-180950079/>

<https://ufl.kanopy.com/video/america-gilded-age-and-progressive-era-popul>

Start at 11:30-16:00

Week 11: American Art & Culture- The Jazz Age

Reading-

The Modern Temper, Chapter IV, Section 4.

Selected Texts-

Vaillant, Derek. *Sounds of Reform: Progressivism and Music in Chicago, 1873-1935*. Chapel Hill: The University of North Carolina Press, 2003.

Video-

<https://ufl.kanopy.com/video/america-gilded-age-and-progressive-era-popul>


Start at 11:30-16:00

Week 12: The New Negro & Harlem Renaissance

Reading-

The Modern Temper, Chapter IV, Section 4 & Chapter VI, Section 3-6.

Selected Texts-



Baldwin, Davarian L. *Chicago's New Negroes: Modernity, the Great Migration, and Black Urban Life*. Chapel Hill: The University of North Carolina Press, 2007.

Video-

<https://www.youtube.com/watch?v=4CUKyVrhPgM>

<http://xroads.virginia.edu/~ma01/grand-jean/hurston/chapters/how.html>

<http://www.webdubois.org/dbCriteriaNArt.html>

Week 13: Regional Divide & Development

Reading-

The Modern Temper, Chapter V, Section 2 & 7; Chapter IV, Section 3.

Selected Text:

MacLean, Nancy K. *Behind the Mask of Chivalry: The Making of the Second Ku Klux Klan*. New York: Oxford University Press, 1995.

Week 14: Science & Religion

Reading-

The Modern Temper, Chapter IV, Section 5-9.

Video-

<https://www.pbs.org/video/scopes-monkey-trial-v9oaxa/>

Week 15: Economic Crisis

Reading-

<https://www.docsteach.org/documents/document/more-stranded-girls-than-ever>

Selected Text:

Phillips-Fein, Kim. *Invisible Hands: The Businessmen's Crusade Against the New Deal*. Reprint ed. New York: W. W. Norton and Company, 2010.

Video-

<https://www.youtube.com/watch?v=ccNilnpvbjg&t=21s>

Week 16: Rose Colored Glasses- Conclusion & Historical Memory

Video-

<https://www.youtube.com/watch?v=nqIRyVfbvjI>