

**University of Florida
Department of History**

AMH 2020
U.S. History Since 1877
Fall 2019
Office Hours: Tues. 10:30-11:30am
Thurs. 10:30am-12: 30pm

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Lecture Location: Flint 111
Tues Period5-6 Thurs Period 6

Course Description

In this course we will study the social, intellectual, political, and cultural history of the United States since the end of the Civil War and the start of Reconstruction in 1865. The object of studying history is to learn about the past, but also to develop skills in analysis, critical thinking, interpretation of evidence, and expository writing. A central concern of this course will be studying the diversity of the American people, and we will devote a large portion of class time to examining how an American society made up of many cultures and ethnicities has developed and changed over time. Since the study of history always also includes placing one's own life into context, students will be asked to reflect on their own relationship to the diverse values, attitudes and norms that have created cultural differences in the United States.

This survey class will provide an introduction to key themes, terminology and methodologies of the social and behavioral sciences. Together, we will study some of the major social, intellectual, political, and cultural transformations that occurred in the late 19th and 20th century. This course is taught chronologically, but we will trace several key issues and themes over time: the diversity of American people, war and empire, the political economy, civil rights, labor rights, gender roles, and the changing role of government in Americans' lives. The 20th century was both one of astounding economic growth and cultural innovation and wrenching experiences of war and social unrest. We will try to understand the character and meaning of those changes, both as participants experienced them and as historians look back on them.

Students will learn to identify, analyze, and explain social institutions, social structures, and social processes, and how these things change over time. In each unit students will be asked to engage in problem solving techniques using both quantitative and qualitative methods. In addition, course readings will model these types of social science analysis. Over the course of the semester, will not only study the past, but also the ways a variety of ethical perspectives inform our understanding of the past as well as the individual and societal decisions of historical actors.

Important Dates

Thursday October 10—Midterm Exam
Tuesday December 3—Last Day of Class & Final Project Due
Tuesday December 10—Final Exam (TBA)

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.

General Education: Student Assessment for Social and Behavioral Sciences and Diversity
Student will be assessed on their performance based on the curriculum below.

Required Reading

There are four (4) required texts available for purchase at the UF Bookstore or from an online retailer. In addition to these books, there are additional primary documents and journal articles assigned. These required readings 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. As a reference, there is access to a free online textbook, *American Yawp* – accessed at <http://www.americanyawp.com/>

- E.L. Doctorow, *Ragtime*
- Jeanne Wakatsuki Houston, *Farewell to Manzanar*
- Melba Pattillo Beals, *Warriors Don't Cry*
- Tim O'Brien, *The Things They Carried*

Course Assignments

- **Readings:** The readings for this course coincide with the weekly lectures. You are expected to read all of the assigned readings prior to class discussion. For each reading, you are responsible for submitting a 1-page summary of thoughts, comments and opinions and include 3 historical questions to be asked and answered in class. You can connect the readings with 20th century events discussed in lectures. The reading assignments for each week are listed on the syllabus.
- **Current Event Discussion and Analysis Paper:** Each week throughout the semester, each student will find and present on a current event article. The student will present the contents of the article, make connections with 20th century events, and generate questions to foster class discussion and analytical and critical thinking. Each student will present for no more than 10 minutes and submit 2-page analysis paper on the article. You should find your article for creditable news and journal outlets. For example, articles can be found from: *New York Times*, *Wall Street Journal*, *the Atlantic*, CNN.com, etc. Please do NOT use blog articles.
 - Your written analysis and discussion should address: the content of the articles and major themes, examples of how the current event/issue reflects lingering issues from the 20th century, and what implications do or could these events have on the future.
- **Quizzes:** There will be **five (5)** quizzes given during the semester. These quizzes will be short and cover material from the lectures.
- **Final Project:** This assignment combines Digital Humanities and oral history into an ongoing digital history project. Each student will be assigned an oral interview from the St. Augustine African American History (SAAH) or another collection of the African American History Project (AAHP) to analyze and code. **First**, while listening to the oral interviews and following along with the written transcriptions, you will color code the text to reflect various themes highlighted the interview. **Second**, you will write an 1-

paragraph abstract/summary of the interview. **Finally**, you will write a five (5) page historical analysis, that includes a summary of the oral history, a discussion on the historical themes, and connections between the individual's personal testimonies with events of the 20th century that were discussed throughout the semester. In addition, you will find two (2) secondary sources to contextualize the historical events and themes highlighted in your historical analysis. The final project has two submission dates. The color coded text and abstract is due **Tuesday November 26th** and the written historical analysis is due on the last day of class, **Tuesday December 3rd**. You are highly encouraged to work on this project throughout the semester.

- A handout will be placed on Canvas with more detailed information.
- **Midterm:** The in-class midterm exam is **Thursday October 10th**.
- **Final Exam:** The comprehensive final exam is **Tuesday December 10th**. Most of the exam will focus on material covered post midterm, but can include material pre-midterm and from the readings.

Course Grades: Your grade in this course will be determined largely by your performance on a variety of assignments and exams. These exercises will allow you to hone your critical thinking and speaking and writing skills. Grades will be given on a point-scale with a maximum total of 600 points.

- Quizzes (5)—100 points
- Weekly Reading Analysis/Questions (12)—60 points
- Current Event Discussion/Analysis (1)—50 points
- Final Project—150 points
- Midterm Exam—100 points
- Final Exam—100 points
- Participation and Attendance—40 points

Points Scale

- A (600-576) A- (575-551)
- B+ (550-526) B (525-501) B- (500-476)
- C+ (475-451) C (450-426) C- (524-401)
- D+ (400-376) D (375-351) D- (350-326)
- F (at or below 325)

The participation portion of your grade includes attendance, assignments and in-class discussion. Here's a general rubric of what we're looking for, participation-wise:

- 40 points - This student has not only done the reading but has actively engaged with its main themes, completed the homework thoughtfully, and participated in class discussion in such a way that demonstrates a command of the material.
- 25 points - This student has completed the readings and the homework but may have done so cursorily; speaks in class occasionally in a way that demonstrates satisfactory but not excellent engagement with the material.
- 10 points - This student may or may not have done the reading, and the homework does not reflect active engagement with the themes of the text; student does not speak in class, or occasionally does but does not demonstrate engagement with the material.

- 0 points - This student was absent, or was present and did not turn in homework.

UF Grade Point Policy

Letter Grade A A- B+ B B- C+ C C- D+ D D- E W F 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

Attendance Policy

Attendance in lecture and discussion will be taken every day throughout the semester, via quizzes, sign-in sheets, and homework. You are permitted two unexcused absences without penalty, but on the third and each subsequent unexcused 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.). UF's official attendance and make-up policies can be found here:

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

Make-up and Late Work Policy

All assignments should to be turned in on the assigned day. No reading summaries will be taken late. Should you have a university excused absence, contact Professor Rahim beforehand (or if it is unforeseen emergency, as soon as possible after your absence) to make make-up arrangements. Otherwise, missed quizzes and exams cannot be made up.

Students with Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodations.

Academic Honesty

Be aware of the University's policy on plagiarism. It can be found at <http://www.dso.ufl.edu/judicial/academic.php>. The Internet has made this situation more problematic but understand that plagiarists will be caught. 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.registrar.ufl.edu/staff/policies.html#honesty>

Evaluations

Students are expected to provide on the quality of instruction in this course by completing online evaluations 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. "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.”

Tips For Success

Read for 30 minutes a day.

This means you need to read roughly 10-20 pages a day (7 days a week). If you want to succeed in the class, read a little bit every day, and read well: underline passages, take notes in the margins, strike up conversations with strangers and tell them about your reading. Do not wait until the last minute to read. A major part of the midterm and final exams will ask you to demonstrate mastery of the readings.

Come to class on time.

This class is made up of lectures and discussion, both of which are designed to help you learn the course material. If you don't come to class, you will miss important information. In addition, late arrival to class is disruptive and distracts from a positive learning experience. Please do your best to arrive on time.

Technology

Due to the increasingly technological nature of our society, I find it necessary to address the issues of cell phones in class. Please turn off all of these electronic devices before coming to class, as they are disruptive to the learning environment and distracting to other students.

Transcribe your notes.

Research shows that students learn lecture material best when they review their notes shortly afterward. If you are horribly upset that you can't use your laptop in class, this is an opportunity: right after class, open it up, and transcribe your notes into a word document. This will help you remember the material and organize yourself to study for exams.

Be proactive.

The meek will inherit the earth, but only after all the aggressive people have had their way with it. If you have questions, uncertainty, ambivalence, lack of clarity on anything at all, seek out the professor or one of the Teaching Assistants. It is our job to help you learn and be successful.

Course Schedule*

Week One, Aug 19-23

Tuesday Aug. 20 – Course Introduction

Thursday Aug. 22 – Reconstruction, 1865-1877

Week Two, Aug 26-30

Tues. Aug. 27 – Reconstruction (cont'd) and Opening of the West

Thurs. Aug. 29 – **READ:** Allan Peskin, “Was There a Compromise of 1877,” *Journal of American History* vol. 60, no. 1 (June 1973): 63-75 (JSTOR)

Week Three, Sept 2-6

Tues. Sept. 3 – The Glided Age and Populism, 1870s-1900

Current Event Discussion (Group 1)

Thurs. Sept. 5 – **READ:** *Ragtime*, (Part 1)

Week Four, Sept 9-13

Tues. Sept. 10 – Empire, War and the Progressive Era

Current Event Analysis (Group 2)

Thurs. Sept. 12 – **READ:** Finish *Ragtime*

Week Five, Sept 16-20

Tues. Sept. 17 – The Roaring Twenties

Current Event Analysis (Group 3)

Thurs. Sept. 19 – **READ:** Lawrence W. Levine, “Jazz and American Culture,” *Journal of American Folklore* 102, no. 403 (1989): 6-12 (JSTOR)

Week Six, Sept 23-27

Tues. Sept. 24 – Rise of Jim Crow and Black Response

Current Event Analysis (Group 4)

Thurs. Sept. 26 – **READ:** Robin D.G. Kelley, “‘We Are Not What We Seem’: Rethinking Black Working Class Opposition in the Jim Crow South,” *Journal of American History* 80, no. 1 (June 1993): 75-112

Week Seven, Sept 30-Oct 4

Tues. Oct. 1 – Great Depression and New Deal, 1930s

Thurs. Oct. 3 – **READ:** *Farewell to Manzanar*, Part 1

Week Eight, Oct 7-11

Tues. Oct. 8 –The Interwar Years and Start of War

Thurs. Oct. 10 – **Midterm Exam**

Week Nine, Oct 14-18

Tues. Oct. 15 – World War II, 1941-1945

Thurs. Oct. 17 – **READ:** Finish *Farewell to Manzanar*

Week Ten, Oct 21-25

Tues. Oct. 22 – The Civil Rights Movement

Current Event Analysis (Group 5)

Thurs. Oct. 24 – **READ:** *Warriors Don't Cry*, Ch. 1-8

Week Eleven, Oct 28-Nov 1

Tues. Oct. 29 – The Civil Rights Movement

Current Event Analysis (Group 6)

Thurs. Oct. 31 – **READ:** Finish *Warriors Don't Cry*, Ch. 9-18

Week Twelve, Nov 4-8

Tues. Nov. 5 – The Black Power Movement

Current Event Analysis (Group 7)

Thurs. Nov. 7 – **READ/LISTEN:** Malcolm X, “Message to the Grassroots” (1963) and Malcolm X, “The Ballot or the Bullet” (1964)

Week Thirteen, Nov 11-15

Tues. Nov. 12 – The Cold War and U.S. Foreign Policy

Current Event Analysis (Group 8)

Thurs. Nov. 14 – **READ:** *The Things They Carried*, pgs. 1-110

Week Fourteen, Nov 18-22

Tues. Nov. 19 – Rebellion and Reaction in the 1960s and 1970s

Current Event Analysis (Group 9)

Thurs. Nov. 21 – **READ:** Finish *The Things They Carried*, pgs. 111-233

Week Fifteen, Nov 25-29

Tues. Nov. 26 – *Remembering History in 21st Century America*

Final Project, Part 1 DUE

Thurs. Nov. 28 – No Class: Thanksgiving

Week Sixteen, Dec 2-6

Tues. Dec. 3 – *Exam Review*

Final Project, Part 2 DUE

Final Exam: Tuesday December 10th

***Please understand the professor reserves the right to make necessary changes to the syllabus when needed. Thank you**