

**University of Florida  
Department of History**

**AMH 2020**  
**U.S. History Since 1877**  
**Summer B 2020**  
**Office Hours: Tues. 11:30am-12:30pm**  
**Thurs. 1:45pm-2:45pm**

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**Lecture Location: Online**  
**M-F 12:30-1:45**

**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 19<sup>th</sup> and 20<sup>th</sup> 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 20<sup>th</sup> 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**

Wednesday July 29—#SayTheirNames Timeline Project Due

Friday August 14—Last Day of Class & “Voices of the Unheard” Paper Due

# 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
<b>CONTENT</b>	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.
<b>COMMUNICATION</b>	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.
<b>CRITICAL THINKING</b>	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

- **Weekly Readings:** The readings for this course coincide with the daily and 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 2-page reflection analysis and include 1 historical question. You will post your question on Canvas under the respective discussion post on Thursdays. Each student will respond to two questions on the discussion thread. **Each week's discussion post closes at 11:59pm on Thursday.** You can connect the readings with 20<sup>th</sup> century topics discussed in lectures and current-day events of 2020. The reading assignments for each week are listed on the weekly schedule below.
  - **Note:** There will be two discussion post week five on Wednesday and Thursday.
- **Quizzes:** There will be **six (6)** quizzes given during the semester. These quizzes will be short and cover material from the lectures. Quizzes are every Friday except Week Six (6).
- **Interactive Timeline Project – “#SayTheirNames”:** In light of the George Floyd killing and the socio-political uprisings of the Black Lives Matter movement currently taking shape in the United States, this assignment introduces students to the uses of Digital Humanities in the creating and telling of historical and contemporary narratives. For this project, you will use TimelineJS powered and operated by Northwestern's Knightlab. This is an entire class collaborative interactive project.
  - Each student will be given 2 (two) names of Black and Brown men and women who have died as a result of police brutality and other forms of racial violence and terror. You will note: when they died; where they died; how they died and the circumstances surrounding their deaths; and the aftermath. More project details will be placed on Canvas.
  - This is due **Wednesday July 29<sup>th</sup> at 1:45pm.**
- **Final Paper – “Voices of the Unheard”:** You will watch one of the following Netflix shows/documentaries that highlighted the voices of the unheard—U.S. citizens who

have historically been discriminated against, traumatized by societal oppressions, ignored, and left on the margins. These documentaries highlights the struggles of underrepresented groups and communities like African Americans, Latinx Americans, Native Americans, women and children, immigrants, and LGBTQ+.

- You will construct a 5-page paper that places the show/documentary in a larger historical context and alongside the historical contents discussed throughout the course lectures and readings. You will also supplement the Netflix show/documentary with additional primary and secondary sources. More paper details will be placed on Canvas.
- This is due on the last day of class – **August 14 at 1:45pm.**
  - **Pick One:** 13<sup>th</sup>, Disclosure, Athlete A, Living Undocumented, The Trials of Gabriel Fernandez, Time: The Kalief Browder Story, Murder to Mercy: The Cyntoia Brown Story

**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 400 points.

- Quizzes (6)—120 points
- Weekly Reading Analysis Paper (6)—60 points
- Weekly Question & Discussion Responses (6)—90 points
- “#SayTheirNames” Timeline Project—50 points
- “Voices of the Unheard” Paper—50 points
- Participation and Attendance—30 points

### Points Scale

- A (400-376) A- (375-351)
- B+ (350-326) B (325-301) B- (300-276)
- C+ (275-251) C (250-226) C- (224-201)
- D+ (200-176) D (175-151) D- (150-126)
- F (at or below 125)

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

- 30 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.
- 20 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 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

## **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 an 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, July 6-10**

Mon. July 6 – Course Introduction via Zoom

Tues. July 7 – Reconstruction, 1865-1877  
**AWP:** Chapter 15

Wed. July 8 – Opening of the West  
**AWP:** Chapter 17

Thurs. July 9 – **READ:** Allan Peskin, “Was There a Compromise of 1877,” *Journal of American History* vol. 60, no. 1 (June 1973): 63-75 (JSTOR)  
**Canvas:** Discussion Board Post

Fri. July 10 – **Quiz One** (Canvas)

**Week Two, July 13-17**

Mon. July 13 – The Glided Age and Populism, 1870s-1900  
**AWP:** Chapters 16 and 18

Tues. July 14 – Empire, War and the Progressive Era  
**AWP:** Chapters 19, 20, 21

Wed. July 15 – The Roaring Twenties  
**AWP:** Chapter 22

Thurs. July 16 – **READ:** *Ragtime*  
**Canvas:** Discussion Board Post

Fri. July 17 – **Quiz Two** (Canvas)

**Week Three, July 20-24**

Mon. July 20 – Rise of Jim Crow and Black Response  
**AWP:** Chapter 18 and 20

Tues. July 21 – Great Depression and New Deal, *1930s*  
**AWP:** Chapter 23

Wed. July 22 – Live face-to-face class meeting via Zoom, 12:30pm-1:45pm

Thurs. July 23 – **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 (JSTOR)

**AND**

**READ:** Lashawn Harris's article "Running with the Reds: African American Women and the Communist Part during the Great Depression, published in the *Journal of African American History*, Vol. 94, no. 1 (Winter 2009): 21-43 (JSTOR)

**Canvas:** Discussion Board Post

Fri. July 24 – **Quiz Three** (Canvas)

**Week Four, July 27-31**

Mon. July 27 – The Interwar Years and Start of War  
**AWP:** Chapter 24

Tues. July 28 – World War II, *1941-1945*  
**AWP:** Chapter 24

Wed. July 29 – **#SayTheirNames Timeline Project Due at 1:45pm**

Thurs. July 30 – **READ:** *Farewell to Manzanar*  
**Canvas:** Discussion Board Post

Fri. July 31 – **Quiz Four** (Canvas)

#### **Week Five, August 3-7**

Mon. Aug. 3 – The Civil Rights Movement  
**AWP:** Chapters 26 and 27

Tues. Aug. 4 – The Black Power Movement  
**AWP:** Chapter 27

Wed. Aug. 5 – **LISTEN:** Malcolm X, “Message to the Grassroots” (1963) and Malcolm X, “The Ballot or the Bullet” (1964)

**AND**

**LISTEN:** Martin Luther King Jr.’s “I’ve Been to the Mountaintop” (1968)

**Canvas:** Discussion Board Post

Thurs. Aug. 6 – **READ:** *Warriors Don’t Cry*  
**Canvas:** Discussion Board Post

Fri. Aug. 7 – **Quiz Five** (Canvas)

#### **Week Six, August 10-14**

Mon. Aug. 10 – The Cold War and U.S. Foreign Policy  
**AWP:** Chapter 25, 26, 27

Tues. Aug. 11 – Live face-to-face class meeting via Zoom, 12:30pm-1:45pm

Wed. Aug. 12 – **Quiz Six** (Canvas)

Thurs. Aug. 13 – **READ:** *The Things They Carried*  
**Canvas:** Discussion Board Post

Fri. Aug. 14 – **Last Day of Class: “Voices of the Unheard” Paper Due at 1:45pm**

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