

University of Florida
Department of History
Fall 2020

AMH 2020: U.S. History Since 1877

Dr. Lauren Pearlman
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Teaching Assistants and Section Times

Lauren Krebs (l.krebs@ufl.edu)
Section 10387 F | Period 3 (9:40 AM – 10:30 AM)
Section 10388 F | Period 4 (10:40 AM - 11:30 AM)
Section 10381 F | Period 5 (11:45 AM - 12:35 PM)

Tyler Cline (tyler.cline@ufl.edu)
Section 26459 F | Period 3 (9:40 AM – 10:30 AM)
Section 10382 F | Period 5 (11:45 AM - 12:35 PM)
Section 10385 F | Period 6 (12:50 PM - 1:40 PM)

Chris Lause (clause@ufl.edu)
Section 10384 F | Period 4 (10:40 AM - 11:30 AM)
Section 10383 F | Period 5 (11:45 AM - 12:35 PM)
Section 10386 F | Period 7 (1:55 PM – 2:45 PM)

COVID-19 Statement

This class is being taught in the midst of a global pandemic that could impact you and/or your friends and family if it has not already. Within the syllabus you will find a set of course expectations and guidelines. At the end of the day, we are all just trying to do our best during this unprecedented fall semester. If you find yourself having trouble completing assignments, participating in discussion section, or focusing on lecture, please discuss it with me and/or your TA. I am aware of the strain that this semester is going to place on students and truly care about your mental and physical health.

All lectures will be pre-recorded and uploaded to the class Canvas site for you to watch on your own time, asynchronously, before each Friday's section. I will miss being in the classroom with you this semester, but I will do my best to recreate the experience remotely! Discussion sections will remain online but will be "live" or synchronous via Zoom. You will be expected to attend a Zoom session led by your TA during your appointed section time. If you are able to dedicate the same amount of time and attention to watching lectures and participating in discussion section as you would if they were in-person, you will be set up to succeed in this course. All class resources, announcements, updates, and assignments will be made available through Canvas. Please stay safe and get ready to learn a lot about American history!

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 two (2) required texts available for purchase at the UF Bookstore or from an online retailer and one (1) required textbook that is available for free online. These are required readings and will form the basis of many assignments. If you decide to purchase your books online, please make sure that you purchase the correct editions and allow enough time for shipping. In addition to these books, there may be readings, images, and other primary documents available online via Canvas.

- Victoria Bissell Brown, Timothy J. Shannon, eds., *Going to the Source: The Bedford Reader in American History, Volume II: Since 1865, 5th Edition*, ISBN: 9781319106287.

Note: Students can now purchase or rent this text directly from the publisher at the link below: <https://store.macmillanlearning.com/us/product/Going-to-the-Source-Volume-II-Since-1865/p/1319106285>

- Linda Gordon, *Impounded: Dorothea Lange and the Censored Images of Japanese American Internment*, ISBN:0393330907
- *American Yawp*, a free online textbook written by leading historians, available at <http://www.americanyawp.com/>

Required Film Screening

There is one required film on which you will be asked to submit a written reflection.

- *13th* (1hr40mins) (available on Netflix or streaming for free on YouTube)

Course Assignments

- Please have your syllabus on hand to help keep up with all of the reading and writing deadlines. Note: your TA will allow time for discussion of assignment prompts.
- **Readings:** The reading for this class will ebb and flow. I will alert you to the weeks that have heavier reading assignments ahead of time and discuss with you time management strategies for these weeks. You are expected to read all of the assigned readings prior to section and log into discussion 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.
- **Homework:** Each chapter of *Going to the Source* includes a homework activity that you will need to complete and submit before section each Friday. Homework sheets are available on Canvas in each module.
- A five hundred (500) word essay analyzing one primary document is due **September 28**. Further instructions regarding format and content will be distributed before the paper is due.
- A midterm exam covering all material up to that point is due on **October 19**.
- A one thousand (1000) word essay on *Impounded* is due **November 9**. Further instructions regarding format and content will be distributed before the paper is due.
- 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 9**. Further instructions regarding format and content will be distributed before the paper is due.
- A comprehensive final exam is due on **December 18**.

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:

Homework	10%
Section Grade	10%
Paper #1	10%
Paper #2	15%
Paper #3	15%
Midterm	20%
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

More information on UF's grading policies is available at

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

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 in discussion section is required, expected, and central to your learning experience. Discussion section will begin and end on time each week. Please make sure to log in to your Zoom session promptly. You will be expected to turn your camera on for the duration of the session. If you have technology limitations, please reach out to your TA ahead of time. In general, please be considerate of your classmates and avoid disrupting their online learning experience.
- Participation in discussion is an important part of your role as a member of this class. Your TA will evaluate participation halfway through the semester and offer tips for improvement. You are also encouraged to ask for feedback at any point in the semester.
- If you will be absent, please contact your TA as soon as possible to make arrangements to turn in work before class and provide dated documentation of illness or other university-approved absences. You are responsible for getting the information and material missed in class. A student with 3 unexcused section absences may have their grade reduced.

Your TA will not contact students during the semester to apprise them of their attendance status; it is the responsibility of the students to check this regularly.

- Religious holidays, UF athletic travel conflicts, and written explanations from a certified health professional are eligible for an excused absence when cleared with the instructor ahead of time. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Late Work and Make-up Policy

- Assignments are due on Canvas on the due date and time. Unless stated otherwise, late assignments will be penalized one-third-letter grade after the first 24-hour period post deadline. So if you turn your assignment in 25 hours after it is due, and your grade is a B, your adjusted grade will be a B-.
- Missed exams typically 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. Due to the unprecedented nature of the pandemic, we will do our best to work with you if something comes up.

Guidelines for Discussion

Please keep in mind that conversations about America can stir up strong emotions. A great deal of this results from the environment of mistrust and misunderstanding that exists in the wider society. We start from the assumption that those of you that have chosen to take this class have come with an open mind, ready not only to share your points of view but to try to understand the perspectives of others. Thoughtful, insightful, and honest points of view are needed in order to help us all learn to communicate more effectively and openly about American history. So that everyone feels respected in the classroom, use tact and understanding when presenting your ideas. Personal attacks, disparaging remarks, or attempts to dominate the conversation will not be tolerated. Remember as well that individuals in the classroom may have been personally affected by the issues that we are discussing; and to show respect to your peers and the educational process.

Correspondence

Your TA and I will send important course announcements and other correspondence to you via Canvas and your UF email account so please make sure that you 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 virtual 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 an automatic failing grade in the course. Plagiarism is defined in the University of Florida's Student Honor Code as follows: "A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to): a. Quoting oral or written materials, whether published or unpublished, without proper attribution. b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student." Students found guilty of academic misconduct will be prosecuted in accordance with the procedures specified in the UF honesty policy

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>.

Student Evaluations

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/so-eng.htm?_Themes/blue.css&images/Explorance-Logo.gif&seed=bd86c681-cca4-4c28-abc9-0b4cf542e5c4&University+of+Florida 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.

U Matter, We Care

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community

is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

Course Schedule

Week One: August 31-September 4

Introduction and Western Expansion

Read: *Going to the Source*, chapter 2

Consult: American Yawp, chapter 17

Week Two: September 7-11

Industrialization

Read: *Going to the Source*, chapter 3

Consult: American Yawp, chapter 16

*Labor Day, no lecture Monday

Week Three: September 14-18

Immigration and Urbanization

Read: *Going to the Source*, chapter 4

Consult: American Yawp, chapter 16 and 18

Week Four: September 21-25

The Progressive Era

Read: *Going to the Source*, chapter 5

Consult: American Yawp, chapter 19 and 20

Week Five: September 28-October 2

World War I

Read: *Going to the Source*, chapter 6

Consult: American Yawp, chapter 21

Paper #1 due Monday, September 28 at 12:00pm.

Week Six: October 5-9

The 1910s and Roaring 20s

Read: *Going to the Source*, chapter 7

Consult: American Yawp, chapter 22

Week Seven: October 12-16

The Great Depression

Read: *Going to the Source*, chapter 8

Consult: American Yawp, chapter 23

Week Eight: October 19-23

FDR and The New Deal

Read: *Going to the Source*, chapter 9

Consult: American Yawp, chapter 23

Take-home midterm due Monday, October 19th

Week Nine: October 26-30

World War II

Read: *Impounded* (all)

Consult: American Yawp, chapter 24

Week Ten: November 2-6

The Cold War

Read: *Going to the Source*, chapter 10

Consult: American Yawp, chapter 25 and 26

Week Eleven: November 9-13

The Civil Rights Movement

Read: *Going to the Source*, chapter 11; Danielle McGuire, “‘It Was like All of Us Had Been Raped’: Sexual Violence, Community Mobilization, and the African American Freedom Struggle” (on Canvas)

Consult: American Yawp, chapter 27

Paper #2 due Monday, November 9 at 12:00pm.Week Twelve: November 16-20

Rebellion and Retrenchment

Read: *Going to the Source*, chapter 12

Consult: American Yawp, chapter 28

*Veterans Day, no lecture Wednesday

Week Thirteen: November 23-27

Thanksgiving Break

Watch: *13th* and submit a 500-word reflection by Monday, November 30 at 12:00pm. This counts as a homework assignment.Week Fourteen: November 30-December 4

1970s and Beyond

Read: *Going to the Source*, chapter 13

Consult: American Yawp, chapter 29

Week Fifteen: December 7-9

The End of History

Consult: American Yawp, chapter 30

Paper #3 due Wednesday, December 9 at 12:00pm.**FINAL EXAM DUE DECEMBER 18TH**

Guidelines for Discussion (Rubric)

Above Average (85-100%)	Satisfactory (75-85%)	Unsatisfactory (below 75%)
<p>The student</p> <ul style="list-style-type: none"> • actively listens • moves the discussion forward with deeper questions and well thought-out answers • consistently provides evidence to support responses • connects responses to others' comments • shows respect to peers • reflects on what reading strategies they are using 	<p>The student</p> <ul style="list-style-type: none"> • passively listens • joins the discussion by occasionally answering questions • asks (mostly surface) questions • occasionally provides evidence to support responses 	<p>The student</p> <ul style="list-style-type: none"> • ignores discussion and/or distracts others • shows little or no understanding of the text • Makes personal attacks, disparaging remarks, or attempts to dominate the conversation • is reading texts, browsing the internet, doing homework for another class, or sleeping

Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT AND ORIGINALITY	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

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>