

AMH 2020
University of Florida
Summer B 2022
Office Hours: Monday 10:45-11:45
Class Meeting:

Dr. Benjamin E. Wise
208 Keene-Flint Hall
benwise@ufl.edu
352.273.3363

Lectures: Mon, Tues, Thurs—9:30-10:45, Tur L011
Sections: Wed, Fri—9:30-10:45 (locations vary)
General Education: Social Science (S), Diversity (D)

In this course we will study the social, intellectual, political, and cultural history of the United States since the end of Reconstruction in 1877. 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. These skills are not merely useful for the historian but for all who are engaged in trying to understand the world and their place in it. Thus, in this course students will be expected to learn significant information about history, but will also be asked to read critically, discuss thoughtfully, and write persuasively.

Required Reading

E. L. Doctorow, *Ragtime*
Jeanne Wakatsuki Houston, *Farewell to Manzanar*
Melba Patillo Beals, *Warriors Don't Cry*
Selected documents online or handed out in class

Recommended Reading

American Yawp (free online textbook) www.americanyawp.com

Important Dates

Friday 7/8: Test #1
Friday 7/22: Test #2
Thursday 8/4: Test #3
Friday 8/5: Final Essay Due

Course Grades

Test One—20%
Test Two—20%
Test Three—20%
Essay—20%
Participation—20%

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 in each of five areas: three tests, a final essay, and class participation. A rubric for class participation and written work is provided below.

The participation portion of your grade includes homework (10%) and in-class discussion (10%). Here is how your participation grade is calculated: For each discussion section, you will receive two grades, one for homework and one for your work in class discussion. The grades will be a $\checkmark+$, \checkmark , $\checkmark-$, or 0. A $\checkmark+$ is worth 10 points, a \checkmark is worth 8 points, and a $\checkmark-$ is worth 5 points. At the end of the semester, your scores will be averaged and this will be your participation grade (for example, if you get a $\checkmark+$ on every homework assignment and class discussion, your participation average will be 100%).

Here's a rubric of what we're looking for, discussion-wise:

$\checkmark+$ 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.

\checkmark 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.

$\checkmark-$ This student may or may not have done the reading, and the homework does not reflect active engagement with the themes of the texts; student does not speak in class, or occasionally does but does not demonstrate engagement with the material.

Attendance Policy

Attendance in lecture will be taken on a random basis throughout the semester, via quizzes and sign-in sheets. You are permitted two absences without penalty, but on the third 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.). It is the student's responsibility to keep track of their absences.

You may not use your laptops in this class, nor may you use your smartphone. Students doing so will be marked absent.

If you know you must miss class, contact the professor beforehand to make arrangements.

Make-up and Late Work Policy

Late essays will be penalized 1/3 letter grade for each day they are late. Should you have a university excused absence, contact me beforehand (or if it is unforeseen emergency, as soon

as possible after your absence) to make make-up arrangements. Otherwise, missed 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 accommodation.

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

Academic Honesty

Be aware of the University's policy on plagiarism. 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.dso.ufl.edu/judicial/academic.php>

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. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Tips For Success

Read for 30 minutes a day.

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 tests will ask you to demonstrate mastery of the readings.

Come to Class.

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.

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. It is my job to help you learn and be successful.

Course Schedule

Week One, June 27-July 1

The South, The West, and the American Empire

Wed 6/29: READ: "Jourdan Anderson Writes His Former Enslaver"
"Mississippi Black Codes"

Fri 7/1 READ: *Ragtime*, Part 1
DUE: Discussion Questions

Week Two, July 4-8

The Populists, the Progressives, and World War One

Wed 7/6: READ: Finish *Ragtime*
DUE: Discussion Questions

Fri 7/8: TEST

Week Three, July 11-15

The Jazz Age and the Great Depression

Wed 7/13 READ: John Berger, "Ways of Seeing"
"The Klan's Fight for Americanism"

Fri 7/15: READ: *Farewell to Manzanar*, Part 1
DUE: Discussion Questions

Week Four, July 18-22

World War Two and The Cold War

Wed 7/20: READ: Finish *Farewell to Manzanar*
DUE: Discussion Questions

Fri 7/22: TEST

Week Five, July 25-29

Civil Rights, Vietnam, and the New Left

Wed 7/27: READ: "Gulf of Tonkin Resolution"

Fri 7/29: READ: *Warriors Don't Cry*
DUE: Discussion Questions

Week Six, Aug 1-5

America in the World, 1975-2012

Wed 8/3: READ: Finish *Warriors Don't Cry*

Thurs 8/4 DUE: Discussion Questions
TEST
Friday 8/5: FINAL ESSAY DUE