

## AMH2020 U.S. History since 1877

Professor Matthew Blake Strickland  
mbstrickland@ufl.edu

### Office Hours

TR 10:30-11:30 (or by appointment)  
Zoom

### Lecture Time & Location

W/F 12:30pm - 1:45pm  
Zoom

### Course Description

This course will survey the social, political, and cultural history of the United States from Reconstruction to the present. 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. Students will learn to identify, analyze, and explain social institutions, social structures, and social processes, and how these things change over time. In each module, students will be asked to engage in problem-solving techniques using 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.

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### Course Objectives

By the end of this course, you will be able to:

- Explain why Reconstruction set up all of American history from that point on.
- Explain how and why American society industrialized during the late 19th Century.
- Explain the causes & consequences of urbanization.
- Explain why racial, ethnic, & gender divisions arose in American society from 1877 to the start of World War I.
- Explain how & why the federal government increased its authority & power in the years following World War I.
- Show when & why a mass national culture emerged.
- Explain how World War II fundamentally changed America.
- Describe how the Cold War started & why it lasted so long.
- Explain why the Civil Rights movement occurred & how it reshaped American society.
- Discuss how and why the United States got involved in Vietnam and how that war shaped domestic events.

## Required Texts

*The American Yawp* (This textbook is free online at <http://www.americanyawp.com/>)

Other required readings are available at no cost through Canvas.

## Course Grading Policy

Primary Source Documents (Perusall)	15%
Attendance	5%
Interactive Textbook Readings (Perusall)	5%
Quizzes	5%
Midterm Exam	20%
Final Exam	25%
Final Essay	25%

## Grading Scale

Percent	Grade	Grade Points
93-100	A	4.00
90-92	A-	3.67
87-89	B+	3.33
83-86	B	3.00
80-82	B-	2.67
77-79	C+	2.33
73-76	C	2.00
70-72	C-	1.67
67-69	D+	1.33
63-66	D	1.00
60-62	D-	0.67
0-59	E	0.00

Only course grades of C or better will satisfy Gordon Rule, general education, and college basic distribution credit.

Attendance: Your attendance in all Zoom meetings is mandatory.

Midterm/Final Exam: Your midterm and final will have a combination of IDs, short responses, and essay questions. We can discuss the specifics the closer we get to these exams.

Final Essay: This essay is an exercise in historical research, synthesis, and writing.

Academic analysis nearly always begins with some type of close reading: of texts, of data, of images, etc. In this essay you will develop your close reading skills and work on building an argument using the evidence you find. You can think of a close reading essay as developing in three phases:

1. **Observation:** As you read your sources, notice formal elements and nuances of the text such as tone, phrasing, imagery, word choice, etc. Noticing things leads to interpretation.
2. **Interpretation:** Draw inferences from your observations and explain what your observations might mean in context. As you process your interpretations, you will develop an argument.

3. **Argument:** The outcome of a close reading is a coherent argument based on the interpretations derived from your observations. Your argument will be based on evidence in the form of quotations and examples from the text.

Begin with **three dates:** the year of your birth, the year of one of your parents' births, and the year of one of your grandparents' births. (For example: 2000, 1969, and 1945).

Do research. Find **two newspaper articles** for each year you are studying. You will use [Proquest Historical Newspapers](#). to access these sources (see instructional video for a how-to demonstration). You can feel free to use secondary sources (books written by historians) to provide context, but it is not required.

Then, in the course of doing your research, pick **one** of the following **historical themes:**

- Gender, race, patriotism, religion, nationalism, class, violence, sexuality, technology, ethnicity, immigration.
- If you would like to write on a different theme, get your instructor's approval beforehand.

Finally, in a written essay of 4-6 pages, **explain** how your sources illustrate change over time with regards to your theme. How do your sources differ from one another? In what ways are they similar?

You must quote and cite at least two sources for each year you are studying. As such, over the course of the essay you will be analyzing at least six different newspaper articles.

### **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**

<b>Category</b>	<b>Definition</b>	<b>Course SLO</b>
<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 discuss the roles of social structure and status of different groups within the United States. Students will be assessed via: Weekly Interactive Readings, Perusal Discussions, Exams, and a Final Project.

<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. Students will be assessed via: Weekly Interactive Readings, Perusall Discussions, Exams, and a Final Project.
<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. Students will be assessed via: Weekly Interactive Readings, Perusall Discussions, Exams, and a Final Project.

### Course Policies

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>

#### Attendance:

In order to ensure success in this course, it is imperative that you attend all class meetings. Attendance will be recorded at the beginning of each class. Without showing up to class, you cannot fully participate.

#### Tardiness:

Come to class on time. Tardiness causes unnecessary distractions for the teacher and for students attempting to engage with the course. While it may be unavoidable sometimes, no student should be late a majority of the class. I understand this is a large campus. However, you must develop a schedule that is logistically possible (i.e. that which allows you to move quickly from one place to another).

#### Participation:

For the purposes of this class, participation means you are **actively** contributing to the discussion. This could include probing questions, insights regarding readings, or making connections across multiple weeks in the course. All of these involve communicating to me and the rest of the class that you are prepared and engaged with the lectures and/or material.

#### Late Work:

All assignments should be turned in by the due date. The instructor may accept late work for a ten-point deduction for every day the assignment is late. However, it is not guaranteed that the instructor will accept late work. It is the student's responsibility to communicate problems or concerns with the instructor.

#### Academic Honesty:

Plagiarism constitutes intellectual theft and academic dishonesty. It is the failure to properly cite and give credit when you use the ideas, words, phrases, or arguments of other people in your writing assignments. On all work submitted for credit by students at the University of Florida, the following pledge is implied: "On my honor, I

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have neither given nor received unauthorized aid in doing this assignment.” For more information regarding the Honor Code, see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>

#### Accommodations for Students with Disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

#### Course Evaluation:

Students are expected to provide feedback 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.

#### Objectivity and Classroom Respect:

People learn best when they are encouraged to ask questions and express their diverse opinions on course content which may include images, texts, data, or theories from many fields. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, ideas and opinions-including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge and the pursuit of new ideas.

## Course Schedule: Due Dates for Readings

\*This schedule may change.

5/15 Module 1 Reconstruction	<ul style="list-style-type: none"> <li>- Ch.15 Reconstruction [Am. Yawp]</li> <li>- Frederick Douglass on Remembering the Civil War, 1877 [Canvas]</li> <li>- Jourdon Anderson writes his Former Enslaver, 1865 [Canvas]</li> <li>- Mississippi Black Codes, 1865 [Canvas]</li> </ul>
5/17 Module 2 Capital and Labor, 1870-1900	<ul style="list-style-type: none"> <li>- Ch. 16 Capital and Labor [Am. Yawp]</li> <li>- Andrew Carnegie, "Wealth," 1889 [Canvas]</li> <li>- George Engel, Address by a Condemned Haymarket Anarchist, 1886 [Canvas]</li> <li>- Mark Twain, The Gilded Age, 1873 [Canvas]</li> </ul>
5/19 Module 3 The West, 1870-1900	<ul style="list-style-type: none"> <li>- Ch. 17 The West [Am. Yawp]</li> <li>- Frederick Jackson Turner, "The Significance of the Frontier," 1893 [Canvas]</li> <li>- Helen Hunt Jackson, from a Century of Dishonor, 1881 [Canvas]</li> <li>- <i>Yick Wo v. Hopkins (1886)</i> [Canvas]</li> </ul>
5/21 Module 4 Life in Industrial America, 1890-1918	<ul style="list-style-type: none"> <li>- Ch. 18 Life in Industrial America [Am. Yawp]</li> <li>- Frederick Law Olmsted, Proposal to Bouffal Park Commissioners, 1888 [Canvas]</li> <li>- Jacob Riis, "How the Other Half Lives," 1890 [Canvas]</li> <li>- Richard Fox, "Coney Island Frolics," 1883 [Canvas]</li> </ul>
5/23 Module 5 Political Realignments, 1890-1910	<ul style="list-style-type: none"> <li>- Alex Manley and the 1898 Wilmington Race Riot [Canvas]</li> <li>- Ida B. Wells, "False Accusations, from a Red Record," 1895 [Canvas]</li> <li>- The People's Party Platform, 1892 [Canvas]</li> <li>- William Jennings Bryan, "Cross of Gold," 1896 [Canvas]</li> </ul>
5/25 Module 6 American Empire, 1865-1902	<ul style="list-style-type: none"> <li>- Ch. 19 American Empire [Am. Yawp]</li> <li>- Congressional Speeches on Imperialism, 1900 [Canvas]</li> <li>- The Platt Amendment, 1901 [Canvas]</li> <li>- William McKinley, "Decision on the Philippines," 1900 [Canvas]</li> </ul>
5/27 Module 7 The Progressive Era, 1890-1916	<ul style="list-style-type: none"> <li>- Ch. 20 The Progressive Era [Am. Yawp]</li> <li>- George Waring, "Sanitary Conditions in New York," 1897 [Canvas]</li> <li>- John Spargo, "The Bitter Cry of the Children," 1897 [Canvas]</li> <li>- New York Times, "Review of Opening Night at Coney Island," 1904 [Canvas]</li> </ul>
5/29 Module 8 WWI and the Aftermath, 1914-1919	<ul style="list-style-type: none"> <li>- Ch. 21 WWI and Its Aftermath [Am. Yawp]</li> <li>- Chicago Defender, "Letters from the Great Migration," 1917 [Canvas]</li> <li>- <i>Abrams v. U.S. (1919)</i> [Canvas]</li> <li>- Woodrow Wilson, "The Fourteen Points," 1917 [Canvas]</li> </ul>
5/31 Midterm	Students will complete their Midterm using Honorlock on Canvas.
6/2 Module 9	<ul style="list-style-type: none"> <li>- Ch. 22 The New Era [Am. Yawp]</li> <li>- "Petting and the Campus," 1925 [Canvas]</li> <li>- Immigration Law, 1924 [Canvas]</li> </ul>

The New Era, 1920-1929 - The Creed of the Klanswomen, 1924 [Canvas]

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6/5  
Module 10  
The Great Depression, 1929-1936 - Ch. 23 The Great Depression  
- Bob Stinson, "Flint Sit-Down Strike," 1936 [Canvas]  
- Father Coughlin, "A Third Party," 1936 [Canvas]  
- Meridel Le Sueur, Women on the Bread Line, 1932 [Canvas]  
- Mrs. Henry Weddington, "Letter to President Roosevelt," 1938 [Canvas]

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6/8  
Module 11  
The Coming of WWII, 1920-1941 - Ch. 24, sections 1-3 World War II [Am. Yawp]  
- "Man-on-the-Street," Bloomington, Indiana, 1941 [Canvas]  
- Charles Lindberg, "America First," 1941 [Canvas]  
- Kellogg-Briand Pact, 1928 [Canvas]  
- "The Senate's Declaration of War:" Japan Responds to Japanese Exclusion, 1924 [Canvas]

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6/11  
Module 12  
WWII at Home and Abroad, 1939-1945 - Ch. 24, sections 4-13 World War II [Am. Yawp]  
- A. Philip Randolph, "Why Should We March?" 1942 [Canvas]  
- Franklin D. Roosevelt, Executive Order No. 9066, 1942 [Canvas]  
- Harry Truman announces the Atomic Bombing of Hiroshima, 1945 [Canvas]  
- *Korematsu v. U.S. (1944)* [Canvas]

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6/14  
Module 13  
The Cold War, 1945-1953 - Ch. 25 The Cold War [Am. Yawp]  
- George Kennan, "Containment," 1947 [Canvas]  
- Joseph McCarthy, Speech in Wheeling, WV," 1950 [Canvas]  
- The Truman Doctrine, 1947 [Canvas]

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6/17  
Module 14  
Affluence and Anxiety, 1954-1968 - Ch. 26 The Affluent Society [Canvas]  
- MLK, "Letter from Birmingham Jail" [Canvas]  
- Rosa Parks [Canvas]  
- Brown v. Board [Canvas]

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6/20  
Final Exam Students will complete their Final Exam using Honorlock on Canvas.