

AMH 2020 United States History Since 1877

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Monday/Wednesday/Friday Period 5		AND 0019

Course Description

In this course, students will trace the history of the United States from the end of the Reconstruction Era to the contemporary era. Topics will include but are not limited to the rise of industrialization, the United States' emergence as an actor on the world stage, constitutional amendments and their impact, the Progressive Era, World War II, the Great Depression and New Deal, World War II, the civil rights era, the Cold War, and the United States since 1989.

Learning Objectives

Welcome to AMH 2020! This course will explore some of the major political, cultural, social, and intellectual developments in American history from the end of Reconstruction to the present (or as close to the present as we can get over the course of fifteen weeks). Some of the themes we will explore in this course include urbanization and migration, the ways in which understandings of race, class, and gender have evolved and given shape to American society, the growth of the state and the changing relationship between the state and public, social and cultural transformations wrought by immigration and civil rights efforts, and the shifting role of the US in world affairs.

The purpose of this class is to provide students with a working understanding of the long American twentieth century. This means our examination of the material will go beyond rote memorization and emphasize how and why America's social, political, and cultural landscapes developed and changed in the ways that they did. History does not evolve along a set path but is rather a product of conscious decisions, policies, and actions of actors both large and small. And it is here that we will dedicate our focus.

In addition to developing a fuller understanding of the recent American past, students will also:

- Learn how to read history critically and analytically
- Develop a richer understanding of how historical narratives are constructed and shaped over time
- Examine historical evidence, synthesize opposing points of view, and identify assumptions and biases present in sources
- Develop writing skills to communicate ideas clearly and efficiently.

- Understand the ways in which historical developments have served to shape our present moment
- Construct sound historical arguments grounded in evidence and guided by sharp analysis

General Education Social and Behavioral Sciences and Diversity Credits

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 or processes. These courses emphasize 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 or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

This course also satisfies Diversity (D) credit. In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people’s understandings of themselves and an increasingly diverse U.S. society.

Category			
Social and Behavioral Sciences	Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes	Communicate knowledge, thoughts and reasoning clearly and effectively.	Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual

			and societal decisions.
Diversity	Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability.	Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society.	The diversity designation is always in conjunction with another category. Communication outcomes are listed in those subject areas.
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.

State Core SLOs			<p>Students will describe the factual details of the substantive historical episodes under study</p> <p>Students will identify and analyze foundational developments that shaped American history since 1877 using critical thinking skills</p> <p>Students will demonstrate an understanding of primary ideas, values, and perceptions that have shaped American history</p> <p>Students will demonstrate competency in civil literacy</p>
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Course Assignments and Grading

Course learning outcomes will be achieved through a variety of assignments requiring students to demonstrate firm command of US history from the Reconstruction era through present day. Students will be required to engage critically with both secondary historical literature and primary sources and demonstrate their understanding of that material through both written and oral communication.

Excepting the in-class midterm on October 16, assignments will be submitted on Canvas by 11:59 P.M. There will be a 12-hour grace period for late assignments. Once the grace period expires, assignment grades will be reduced by five points for each day that they are late. **If for**

whatever reason you cannot submit an assignment by the deadline, please reach out to me in advance. Over the course of the semester students will complete the following assignments:

- *Two short response papers* (400-600 words): Students will write short responses to each of the two assigned books. These are intended as informal reaction pieces, though students should still be wary of excessive summary in lieu of analysis
- *Primary Source Analysis Paper* (400-600 words): Students will be given a primary source to analyze and a prompt to address. Successful essays will demonstrate critical engagement with the source and will formulate a clear historical argument supported by relevant evidence. More information will be provided as we approach the due date
- *In-Class Midterm*- The midterm will consist of a short identification section and an essay section. The exam will cover material explored in the first half of the course
- *Final Essay Proposal/Outline*: A brief summary of your plan for completing the final essay. Further details will be provided as we near the due date
- *Final Essay* (4-6 pages)-In lieu of an in-person final exam, students will write an analytical essay, incorporating primary sources, covering the key themes and ideas explored in the class. Further details will be provided during the term.
- *Attendance and Participation*- While lecture is a core component of this course, I believe students learn more effectively and derive greater benefit from history courses when they can engage with the material in a more hands-on manner. Friday classes will be, therefore, more discussion oriented. Given this, it is important that you not only come to class, but that you also complete the readings and arrive prepared to discuss the material.

Grades will be based on student performance on written assignments, attendance and participation, and the midterm. Assignments in this course will measure the student's ability to think through historical topics critically and communicate their ideas in a clear and persuasive manner. The assignments break down as follows:

Assignment	Weight
Response Papers	15%
Primary Source Analysis Paper	15%
Midterm	20%
Final Paper Outline	10%
Final Paper	20%
Attendance and Participation	20%

Written assignments will be evaluated based on the following criteria:

1. **Analysis:** Does the essay make a clear and compelling argument? Is the student's own voice evident or is the paper mostly summary?
2. **Evidence:** Are the paper's assertions supported by relevant evidence?
3. **Organization:** Is the paper constructed in a coherent and logical manner?
4. **Mechanics/Style:** Is the paper effectively written? Is the prose clear and free of spelling and grammar errors?

Assignments will be posted at least two weeks prior to their deadlines. The final essay prompts will be posted by the end of October. All assignments will be submitted electronically through Canvas. Extensions must be requested prior to the assignment due date and will be handled on a case-by-case basis. 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/UGRD/academic-regulations/attendance-policies/>.

Quick Tips for Success

-Read a little every day: This is a reading intensive course. Students will be expected to read roughly sixty pages per week, though this be heavier some weeks and lighter for others. Allocating 20-30 minutes every day (or as frequently as your schedule allows) will help keep your workload manageable and prevent a backlog from piling up

-Refer to the syllabus: I will provide reminders in class when assignment due dates draw near, but being mindful of the course schedule will allow you to manage your work most efficiently. Some weeks will be more labor intensive than others. It’s good to plan accordingly

-Stay in touch with me: If you encounter any difficulties that might affect your performance in the course (e.g. unclear about an assignment, illness/personal emergency, or general work/life balance issues that often arise over the course of a semester) reach out and let me know.

Grading standards are roughly defined as follows: **Bear in mind that a minimum grade of ‘C’ is necessary to receive general education credit for this course**

Grade	Description
A	Consistent attendance, thoughtful and critical engagement with the course materials. Written work is clear, well-organized and argued, and supported effectively with relevant evidence
B	Good attendance with a few absences. Consistent if at times cursory engagement with the material. Written work is solid but not exemplary (some writing errors present, analysis is sometimes unsupported by relevant evidence, etc.)

C	Relevant coursework is complete but in a cursory manner. Written work meets basic standards but is short on original analysis and supporting evidence.
D	Infrequent attendance. Little if any careful engagement with the course materials. Written work is incomplete or complete but in superficial fashion that falls short of basic assignment standards
E	Infrequent or non-existent attendance. No demonstration of meaningful engagement with the course material. Written work falls well short of basic assignment standards if it's completed at all

For more on UF grading policy, see the following link: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext>

Required Readings/Viewings

We will use the following books in this course:

American Yawp vol. 2: Available free and online. This is intended more as a reference guide for your own benefit. You should not feel obligated to read it cover-to-cover

The following books must be purchased either online or from the campus bookstore

James West Davidson and Mark Hamilton Lytle: *After the Fact: The Art of Historical Detection, Volume II*. Sixth Edition (be sure that you have the correct volume and edition!) **Note that prices for this book vary somewhat dramatically. I encourage you to purchase the cheapest version you can. Just make sure it's the correct volume (2) and edition (6).**

Paul Lombardo: *Three Generations, No Imbeciles: Eugenics, the Supreme Court, and Buck v. Bell*

Viet Thanh Nguyen: *Nothing Ever Dies: Vietnam and the Memory of War*

Slavery By Another Name: Available to watch free online. More information will be provided once the term begins

The remaining readings will be made available on Canvas

*Please note that while the weekly reading lists appear quite long, most of these materials are brief primary source excerpts (1-2 pages)

Make-Up and Late Work Policy

Assignments submitted after the 12-hour grace period will be penalized five points for each day they are late unless the student provides a valid excuse. Students may request limited extensions on written assignments but must do so at least 24 hours prior to the deadline. Missed exams **cannot** be made up without a valid and documented excuse.

Attendance Policy

Attendance is expected and essential to your success in this course. This does not mean, of course, that students should come to class sick or prioritize the class over family emergencies and related matters. If you are unable to make it to class, you should contact me in advance. More than four unexcused absences will result in a penalty to your grade. Religious holidays, UF athletic travel conflicts, and written explanations from a certified health professional are eligible for an excused absence when cleared with me ahead of time.

UF Grade Point Policy

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

Grade Points 4.0 3.67 3.33 3.0 2.67 2.33 2.0 1.67 1.33 1.0 .67 0

Academic Honesty

Ethical violations such as plagiarism, cheating, academic misconduct (e.g. passing off others' work as your own, reusing old assignments, etc.) will not be tolerated and will result in a failing grade in this course. Students must be especially wary of plagiarism. The UF Student Honor Code defines plagiarism 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." We will go over this in greater detail prior to the first written assignment. Students are encouraged to reach out with any additional questions regarding what constitutes plagiarism. **Note that plagiarism also includes the use of any artificial intelligence programs such as ChatGPT**

Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>.

Academic Resources

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- Library Support: <https://uflib.ufl.edu/> Various ways to receive assistance with respect to using the libraries or finding resources.
- Writing Studio: 2215 Turlington Hall, 352-846-1138. <https://writing.ufl.edu/writing-studio/>

Student Accommodations

Students with disabilities requesting classroom accommodations should register with the Disability Resource Center (352-392-8565). Students will receive an accommodation letter upon registering which must be presented to the instructor as soon as possible once the semester begins. *Please do not wait to do this as DRC accommodations can sometimes be quite time-consuming to set up.* See also: <https://disability.ufl.edu/get-started/>

Health and Wellness

U Matter, We Care: 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.

Food Insecurity: The Hitchcock Field and Fork Pantry is a free resource for all members of the University of Florida community. For more information see <https://pantry.fieldandfork.ufl.edu/>

Counseling and Wellness Center: Visit the website-- <https://counseling.ufl.edu/> or call 352-392-1575 for information on crisis services as well as non-crisis services.

Tentative Course Schedule

Date	Topics	Assignment
Week 1: 8/23	Course Intro	Read the syllabus
Week 2: 8/26-8/30	(Re)Building the Nation and Western Expansion	Consult: <i>American Yawp</i> chs. 15 and 17 Read: - <i>After the Fact</i> Ch. 8 -David Blight: “‘For Something beyond the Battlefield’: Frederick Douglass and the Struggle for the Memory of the Civil War” 1156-1178 -Jourdan Anderson’s Letter -Frederick Jackson Turner: The Significance of the Frontier in American History
Week 3: 9/4-9/6 (No class Monday)	The Gilded Age	Consult: <i>AY</i> : Chs. 16 and 18 Read: - <i>ATF</i> ch. 9 -Carnegie: Gospel of Wealth -The Omaha Platform of the People’s Party -Carnegie: ‘The Triumph of America’ Watch: <i>Slavery by Another Name</i> Extra Credit: Write a short (~500 word) response to <i>Slavery by Another Name</i>
Week 4: 9/9-9/13	Building the Nation: The Progressive Era and Jim Crow	Consult: <i>AY</i> Chs. 18 and 20 Read:-Lombardo Intro/Prologue and Chs. 1-4 -Wells: “Lynch Law in America” Henry Grady on the New South
Week 5: 9/16-9/20	American Empire	Consult: <i>AY</i> ch. 19 and 20 Read: -Lombardo Chs. 5-10 -McKinley on American Expansionism

		<ul style="list-style-type: none"> -James on the Philippine Question -Phelan: “Why the Chinese Should be Excluded” -African Americans Debate Enlistment <p>Primary Source Analysis Due 9/22</p>
Week 6: 9/23-9/27	WWI and the Roaring Twenties	<ul style="list-style-type: none"> Consult: <i>AY</i> chs. 21 and 22 Read: Finish Lombardo -<i>ATF</i> ch. 11 Ellin Mackay: “Why We Go to Cabarets” (Link provided on Canvas) -Eastman, “Now We Can Begin” -Hiram Evans on the “Klan’s Fight for Americanism” -Locke on the “New Negro” -McCall on “America’s Moving People” -West, “Amateur Night in Harlem” -Emma Goldman on Patriotism -W.E.B. DuBois: “Returning Soldiers” -Manuel Quezon calls for Filipino Independence
Week 7: 9/30-10/4	The New Deal and World War II	<ul style="list-style-type: none"> Consult: <i>AY</i> chs. 23 and 24 Read: <i>ATF</i> ch. 13 -Hoover on the New Deal -Huey Long, ‘Every Man a King’ and “Share our Wealth” -FDR Re-Nomination Acceptance Speech and Second Inaugural Address -Lindbergh “America First” -FDR, EO 9066

		-Herzig-Yoshinaga on Japanese Internment -Declaration of Independence of the Democratic Republic of Vietnam Response Paper 1 Due 10/6
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Week 8: 10/7-10/11	The 1950s at Home and Abroad	Consult: <i>AY</i> chs. 25 and 26 Read: <i>ATF</i> ch. 14 -NSC 68 -McCarthy on Communism -Margaret Chase Smith's "Declaration of Conscience" -Paul Robeson's Appearance Before HUAC -Nixon on the American Standard of Living -Congressman Arthur L. Miller Gives the "Putrid Facts" about Homosexuality
Week 9: 10/14-10/16 (No class Friday)	Midterm 10/16	Review
Week 10: 10/21-10/25	The Civil Rights Movement I	Consult: <i>AY</i> ch. 26 Read: Danielle McGuire, "'It Was Like All of Us Had Been Raped': Sexual Violence, Community Mobilization, and the African American Freedom Struggle" -Parks on Life in Montgomery -Fannie Lou Hamer Testimony at the DNC 1964 Extra Credit 2: Write a short response (~500 words) to the McGuire article
Week 11: 10/28-11/1	The 1960s and the Civil Rights Movement II	Consult: <i>AY</i> chs. 26 and 27 Read: <i>Nothing Ever Dies: Part One</i> <i>ATF</i> ch. 17 -MLK "Letter from a Birmingham Jail" -Johnson on Voting Rights and the American Promise -Johnson Howard University Address

		-George Garcia Oral Interview
Week 12: 11/4-11/8	The Collapse of the New Deal Order	Consult: <i>AY</i> ch. 28 Read: - <i>Nothing Ever Dies</i> : Part Two Tim O'Brien: "How to Tell a True War Story" (link on Canvas) -Report of the National Advisory Commission on Civil Disorders -Carter "Crisis of Confidence" -Kerry 'Vietnam Vets Against the War'
Week 13: 11/13-11/15 (No class Monday)	The Reagan Years	Consult: <i>AY</i> ch. 29 Finish <i>Nothing Ever Dies</i> Read: -Reagan's First Inaugural Address -Statement of AIDS Patients -Buchanan on the Culture War -Jackson on the Rainbow Coalition -Schlafly on Women's Responsibility for Sexual Harassment Response Paper 2 Due 11/17
Week 14: 11/18-11/22 Thanksgiving Break 11/25-12/1	The End of History	Consult: <i>AY</i> ch. 30 Read: Francis Fukuyama, "The End of History?" 3-18 -Clinton on Free Trade -9/11 Commission Report, 'Reflecting on a Generational Challenge' -Bush on the Post-9/11 World
Week 15: 12/2-12/4	Wrapping up	Final Paper due 12/12 at 11:59 P.M.