

AMH 2020: U. S. History from 1877
University of Florida
Spring 2017

Mr. Brandon T. Jett

Office: Keene-Flint Hall, Room 12

Office Hour: Tuesday and Thursday, 2:00 p.m. to 3:00 p.m.

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Lecture Location: Matherly Hall 004

Lecture Days: Tuesday (Per. 5-6), Thursday (Per. 6)

Course Description

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. 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 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.

Required Reading

Exploring American Histories: A Survey with Sources, 2nd ed. by Nancy A. Hewitt and Steven F. Lawson

*Weekly readings are listed below and are available via the links posted on the syllabus or through Canvas

Important Dates

Midterm: Thursday, February 16th.

Research Paper Due: Thursday, April 13th

Final Exam: Thursday, April 27th, 5:30 pm to 7:30 pm

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	Students will analyze information carefully and logically from multiple

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comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.

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 several areas: a midterm exam, a final exam, a book review, weekly reflection papers, and class participation. A rubric for class participation and written work is provided below. The grade breakdown is as follows:

Course Grades

Participation: 10%

Reflection Papers: 20%

Midterm Exam: 20%

Research Paper: 20%

Final: 30%

Expectations:

The class material will consist of a combination of lectures, assigned readings, and weekly discussions. Students are expected to engage in discussions and ask and answer questions. Participation grades will be based on the willingness of each student to engage in these discussions throughout the semester. Each assigned reading must be read by the date it is due. Moreover, students will be expected to write three (3) two page, double-spaced reaction papers to the weekly readings throughout the semester. These reaction papers will relate those primary sources to the issues discussed in class. I will provide you with a general question that you need to respond to for each Reflection Paper. Each of these assignments will count toward the overall Reflection Papers grade. **NO MAKE UP OR LATE REFLECTION PAPERS WILL BE ACCEPTED.**

Students will turn in a 4-page, primary source research paper. More guidelines will be given later in the semester.

There will be a midterm and a final; the midterm will cover all reading and discussion up to that point, and the final will cover the material from the entire semester

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Policies:

Attendance is mandatory. However, I understand that issues arise that make it necessary to miss a day or two during the semester. Students are allowed 3 unexcused absences during the semester. The fourth unexcused absence will result in a drop of your overall grade by half a letter grade (for example, instead of receiving a B+ you would receive a B). Each additional unexcused absence will result in an additional half letter decrease in your grade.

Late papers will receive a reduced grade. The time that each paper will need to be turned in by will be specified in class. A paper is considered late as soon as the designated time has passed. For example, if the paper is due at 12 p.m., the paper is considered late at 12:01 p.m. A late paper will receive a half a letter grade reduction for each day that it is late.

Announcements for class will be made via canvas, so please check the site routinely.

UF policy requires you to access and use your gatorlink email account. Excuses regarding not reading emails will not be accepted. Finally, academic dishonesty, such as cheating, plagiarism, submitting someone else's work will not be tolerated. UF's honor code can be found here: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

If you have any questions, please feel free to speak with me before or after class, or send me an email. I would be happy to discuss any of the policies or assignments one-on-one.

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:

Lecture, Discussion, and Assignment Schedule:

Week 1: Introductions – Jan 5

- Read syllabus on Canvas

Week 2: Reconstruction – Jan 10-Jan 12

- Chapter 14: Emancipation and Reconstruction
- Read excerpts from *The Trouble They Seen: The Story of Reconstruction in the Words of African Americans* AVAILABLE ON CANVAS

Week 3: Changes in the American West – Jan 17-Jan 19

- Chapter 15: The West
- Read the following excerpts on Canvas
- I Bring Death; Kiowa Legend; A Woman's View of War; Pretty Shield; The Only Way Open to Us; On Alliance with the US; War between Buffalo and White Men; The Last Buffalo Herd; When the Buffalo Went Away; A Speech to the Secretary of the Interior; Wohaw in Two Worlds; Killing the Dream; The Messiah's Letter; Message to the Cheyennes and Arapahos.

Week 4: Industrialization and the Gilded Age – Jan 24-Jan 26

- Chapter 16: Industrial America
- Andrew Carnegie, *The Gospel of Wealth*, 1889
<https://www.swarthmore.edu/SocSci/rbannis1/AIH19th/Carnegie.html>
- Samuel Gompers: *What Does the Working Man Want?* 1890
<http://www.historymuseum.net/readings/GompersWhatdoestheworkingmanwant.htm>
- Jane Addams, "The Subjective Necessity for Social Settlements" (1892)
<http://www.wwnorton.com/college/history/eamerica/media/ch24/resources/documents/addams.htm>

Week 5: Populism and Progressivism – Jan 31-Feb 2

- FIRST REACTION PAPER DUE ON TUESDAY
- Chapter 17: Workers and Farmers in the Age of Organization
- Chapter 18: Cities, Immigrants, and the Nation
- Emma Goldman, "A New Declaration of Independence"
http://www.lib.berkeley.edu/goldman/pdfs/PublishedEssaysandPamphlets_ANewDeclarationofIndependence.pdf
- William Jennings Bryant, *Cross of Gold Speech*

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<http://historymatters.gmu.edu/d/5354/>

- Jacob Riis: How the Other Half Lives? A book
<http://petapixel.com/2013/06/16/how-the-other-half-lives-photographs-of-nycs-underbelly-in-the-1890s/>

Week 6: The New South and Jim Crow – Feb 7-Feb 9

- Booker T. Washington, Atlanta Compromise, 1895
<http://historymatters.gmu.edu/d/39/>
- WEB DuBois, Of Mr. Booker T. Washington and Others
<http://historymatters.gmu.edu/d/40>
- Rev. Henry McNeal Turner, “The American Negro and His Fatherland,”
<http://nationalhumanitiescenter.org/pds/maai2/identity/text8/turner.pdf>

Week 7: America’s Overseas Empire and World War I, Feb 14-Feb 16

- Chapter 20: Empire and Wars
- Roosevelt’s speech on Expansion of “White Races”
<http://www.theodore-roosevelt.com/images/research/speeches/trwhiteraces.pdf>
- Platform of the American-Anti Imperialist League
<http://www.historywiz.com/primarysources/anti-imperialistleague.htm>
- Eugene Debs, Canton Speech
<http://www.prosebeforehos.com/word-of-the-day/01/20/the-anti-war-speech-that-sent-eugene-debs-to-prison/>

Week 8: 1920s: Cultural Changes and Conservative Reactions, Feb 21-Feb 23

- SECOND REACTION PAPER DUE TUESDAY
- Chapter 21: The Twenties
- MIDTERM, Thursday, February 23th

Week 9: The Great Depression, Feb 28-Mar 2

- Chapter 22: Depression, Dissent, and the New Deal
- Read Excerpts from *Down and Out in the Great Depression: Letters from the Forgotten Man* AVAILABLE ON CANVAS
- Father Coughlin Radio Program
<http://www.history.com/speeches/coughlin-denounces-new-deal#>
- Huey Long Speech
<http://www.americanrhetoric.com/speeches/hueyplongshare.htm>

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SPRING BREAK

Week 10: World War II on the Home Front, Mar 14-Mar 16

- Chapter 23: World War II
- War is Racket: American Isolationism
<https://www.ratical.org/ratville/CAH/warisaracket.html#c1>
- George Orwell's Review of Mein Kampf AVAILABLE ON CANVAS
- Interviews with Chilsen, Kasper, and Hida about experiences during war
AVAILABLE ON CANVAS

Week 11: Cold War Abroad, Red Scare at Home, Mar 21-Mar 23

- Chapter 24: The Opening of the Cold War
- Harry Truman announces Truman Doctrine
<https://www.trumanlibrary.org/audio/mp3s/play.php?aud=sr64-47.mp3>
- Enemies from Within by Joseph R. McCarthy
<http://historymatters.gmu.edu/d/6456>

Week 12: 1950s Culture of Conformity, Mar 28-Mar 30

- Third Reaction Paper due Tuesday
- Chapter 25: Troubled Innocence
- Video "A Date with your Family" (1950)
<https://www.youtube.com/watch?v=GtVKo1mdrjE>
- "The Good Wife's Guide," *Housekeeping Monthly*, May 13, 1955
<https://larrytemple.wordpress.com/2008/05/01/actual-1955-good-housekeeping-article/>

Week 13: Civil Rights Movement, Apr 4-Apr 6

- Letter from Birmingham Jail by Martin Luther King, Jr.
https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html
- Malcolm X interviewed by Mike Wallace
<https://www.youtube.com/watch?v=RK3h7kuL9Ns>

Week 14: Liberalism Ascendant, Apr 11-Apr 13

- Research Paper Due, Thursday, April 13th
- Chapter 26: Liberalism and Its Challengers
- "Stop the Era" by Phyllis Schlafly

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<http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?PrimarySourceId=1159>

- “Living the Revolution” by Gloria Steinem
<http://voicesofdemocracy.umd.edu/steinem-living-the-revolution-speech-text/>

Week 15: Rise of Conservatism, Apr 18

- Chapter 27: Conservatism and Its Challengers

Final Exam: Thursday, April 27th, 5:30 pm to 7:30 pm