

University of Florida
Department of History
Fall 2019

AMH 2020: U.S. History Since 1877

Dr. Lauren Pearlman

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M/W: 5 (11:45-12:35)

Lecture location: CSE A101

Office: 224 Keene-Flint Hall

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Office Hours: Mon 1:00-3:00pm
and by appointment

Teaching Assistants and Section Times/Locations

David Meltsner (dmeltsner@ufl.edu)

Section 4E14 F | Period 5 (11:45 AM - 12:35 PM) Room: CBD 0220

Section 4E91 F | Period 6 (12:50 PM - 1:40 PM) Room: FLI 0113

Licinio Nunes de Miranda, (liciniomiranda@ufl.edu)

Section 4E20 F | Period 4 (10:40 AM - 11:30 AM) Room: FLI 0121

Section 4E15 F | Period 5 (11:45 AM - 12:35 PM) Room: FLI 0121

Jeffrey Hartmann (jeffreymartmann@ufl.edu)

Section 4E18 F | Period 5 (11:45 AM - 12:35 PM) Room: FLI 0113

Section 4E92 F | Period 7 (1:55 PM – 2:45 PM) Room: FLI 0121

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. 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 edition and that you allow enough time for shipping. In addition to these books, there may be readings, images, and other primary documents available online via Canvas, the course e-learning site, at <https://lss.at.ufl.edu/>.

- Linda Gordon, *Impounded: Dorothea Lange and the Censored Images of Japanese American Internment*, ISBN:0393330907
- Victoria Bissell Brown, Timothy J. Shannon, eds., *Going to the Source: The Bedford Reader in American History, Volume 2: Since 1865*, 4th Edition, ISBN: 9781319027506
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/1319027504>

Recommended Textbook: For additional background information on the material I will be covering in lecture, I would recommend consulting Nancy Hewitt and Steven Lawson, *Exploring American Histories: A Brief Survey, Value Edition, Volume II, Since 1865*, ISBN: 9781457693243, or any other recent textbook on American history.

Course Assignments

- Please have your syllabus on hand and be sure to keep up with all of the reading and writing deadlines. Note: we will always allow time for formal and informal 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 class and arrive in 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.

- **Quizzes:** There will be six (6) quizzes given during the semester. Your TAs reserve the right to let you know when they will be administered (or not!). These quizzes will be short and will be on the day's reading. Quizzes will be graded on a 20-point scale, and you may drop your lowest score.
- A five hundred (500) word essay analyzing one primary document is due on **September 20**. Your essay will be graded according to the content of your ideas *and* the quality and accuracy of your prose. Further instructions regarding format and content will be distributed before the paper is due. Late papers will be penalized one third of a letter grade for every day that they are late.
- An in-class midterm exam covering all material up to that point will be on **October 14**.
- A one thousand (1000) word essay on *Impounded* is due on **November 1**. Further instructions regarding format and content will be distributed before the paper is due. Late papers will be penalized one third of a letter grade for every day that they are late.
- 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 4**. Further instructions regarding format and content will be distributed before the paper is due. Late papers will not be accepted.
- An in class comprehensive final exam will be on **December 10**.

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:

Quizzes	10%
Midterm	20%
Paper #1	10%
Paper #2	15%
Paper #3	15%
Final Exam	20%
Section Grade	10%

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

- Lecture and discussion section will begin and end on time each day. Please be considerate of your classmates and avoid disrupting their learning experience.
- Attendance in discussion section is required, expected, and central to your learning experience. Attendance is taken in a few ways including: roll call, sign-up sheets, quizzes, and in class activities.
- 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 and provide documentation of illness or other university-approved absences. Dated documentation can include, but are not limited to: dated doctor's note, documentation of jury duty, obituary, etc. Your instructor reserves the right to contact the appropriate sources to confirm the documentation. If you know you must have an excused absence, contact your TA beforehand to make arrangements to turn in work before class.
- A model student will demonstrate responsibility for getting the information and material missed in class from a classmate. **A student with 3 unexcused absences will have their grade reduced.** Arriving at class late and/or leaving before class is over counts as ½ an absence. 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>
- Note: A model student will not engage in behavior such as reading texts, browsing the internet, sleeping, or doing homework for another class. If you engage in this or any other behavior that we consider to be disrespectful to us or to your classmates, you may be considered absent for that day.

Late Work and Make-up Policy

- Assignments are due at the beginning of class on the due date (unless otherwise stated) and turned in by you and you alone. Unless stated otherwise, late assignments will be penalized one-third-letter grade per 24-hour period after the deadline. So if you turn your

assignment in after class ends the same day it is due, and your grade is a B, your final grade will be a B-.

- If you turn in an assignment and leave before class ends, your assignment will be discarded and will be considered late once re-submitted.
- Missed exams 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.

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.

Mobile Electronic Device Policy

Recent studies have shown that college students retain less information when they use laptops instead of pen and paper, and that open laptops are disruptive to nearby students. However, I recognize that many of you are more comfortable taking notes on a computer, so I will allow it during lecture. I reserve the right to ban laptops if they become disruptive over the course of the semester. Please silence your cell phone prior to the start of class, keep it out of sight, and do not text or use social media apps during class time.

Correspondence

Your TA and I will send important course announcements and other correspondence to you via your UF email account. If you do not use this as your primary account, please make sure that you have your UF email forwarded to you and check your email regularly! Sadly we will not text you reminders about when assignments are due.

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 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 21-23

Introduction and Reconstruction

Read: "What Makes an American?" *New York Times*, August 9, 2019

(<https://www.nytimes.com/2019/08/09/sunday-review/immigration-assimilation-texas.html>)

Week Two: August 26-30

Western Expansion

Read: *Going to the Source*, chapter 1-2

Week Three: September 2-6

Industry and Labor

Read: *Going to the Source*, chapter 3

*No class Monday

Week Four: September 9-13

Immigration and Urbanization

Read: *Going to the Source*, chapter 4

Week Five: September 16-20

The Progressive Era

Read: *Going to the Source*, chapter 5

Paper #1 due Friday, September 20

Week Six: September 23-27

World War I

Read: *Going to the Source*, chapter 6

Week Seven: September 30-October 4

The Roaring 20s

Read: *Going to the Source*, chapter 7

*No discussion section Friday

Week Eight: October 7-11

The Great Depression, FDR, and the New Deal

Read: *Going to the Source*, chapter 8

Week Nine: October 14-18

The New Deal (cont.)

***In-class midterm on Monday, October 14th**

Read: *Going to the Source*, chapter 9, start reading *Impounded*

Week Ten: October 21-25

World War II

Read: *Impounded* (all)

Week Eleven: October 28-November 1

The Cold War

Read: *Going to the Source*, chapter 10**Paper #2 due Friday, November 1**Week Twelve: November 4-8

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)Week Thirteen: November 11-15

Rebellion and Retrenchment

Read: *Going to the Source*, chapter 12

*No class Monday

Week Fourteen: November 18-22

The Vietnam War

Read: excerpts from Tim O’Brien, *The Things They Carried* (on Canvas)Week Fifteen: November 25-29

The 1970s and Beyond

Read: No reading due

*No class Wednesday

*No discussion section Friday

Week Sixteen: December 2-4

The End of History

Read: *Going to the Source*, chapter 13**Paper #3 due Wednesday, December 4****FINAL EXAM FROM 12:30-2:30PM DECEMBER 10TH.**

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>