

AMH 2020, US History Since 1877
University of Florida
Fall 2022
Office Hours: Mon 4-5PM, Tues 10:30-12:30PM
Course T/A's:
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Gen-Ed: Social Science (S), Diversity (D)

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Lecture Location: CSE A101
Tues 8:25-10:25

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.

Required Reading

Selected primary and secondary documents online via Canvas
E.L. Doctorow, *Ragtime*
John Kasson, *Amusing the Millions*
James Weldon Johnson, *Autobiography of an Ex-Coloured Man*
Jeanne Wakatsuki Houston, *Farewell to Manzanar*
Melba Pattillo Beals, *Warriors Don't Cry*
Tim O'Brien, *The Things They Carried*

Important Dates

Tues Oct 11—Midterm Exam
Tues Dec 6—Last Day of Class & Final Essay Due
Friday Dec 16—Final Exam (7:30 to 9:30AM)

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 four areas: a midterm exam, a final exam, a final essay, and class participation. A rubric for class participation and written work is provided below. The grade breakdown is as follows:

Course Grades

Midterm Exam—20%

Final Exam—30%

Final Essay—30%

Participation—20%

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 general rubric of what we're looking for, participation-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 text; student does not speak in class, or occasionally does but does not demonstrate engagement with the material.
- 0 This student was absent, or was present and did not turn in homework.

The reading assignments for each discussion section are listed on the syllabus.

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 second half of the term.

Students will write one 4-6 page essay, for which a more specific assignment prompt will be posted to Canvas.

Attendance Policy

There is no penalty for absences in this class, except that it is very difficult to pass the class if you don't come. Homework will not be accepted if you are not in class.

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 Professor Wise 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.registrar.ufl.edu/staff/policies.html#honesty>

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.

This semester we will read 1,145 pages. There are 112 days in the semester. This means you need to read roughly 10 pages a day (7 days a week). 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 midterm and final exams 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 or one of the Teaching Assistants. It is our job to help you learn and be successful.

Course Schedule

Week One, Aug 24-28

Course Introduction

Week Two, Aug 29-Sep 2

Americans on the Move, 1877—1900

Discussion Section

READ: *Ragtime*, (Part 1)

Week Three, Sep 5-9

The South in the Nation, 1877—1900

Discussion Section

READ: Finish *Ragtime*

Week Four, Sep 12-16

Populism and Empire: The 1890s

Discussion Section

READ: *Amusing the Million*, 1-54

Week Five, Sep 19-23

The Progressive Era, 1890—1914

Discussion Section

READ: Finish *Amusing the Million*

Week Six, Sep 26-30

The Era of World War One, 1910—1920

Discussion Section

READ: *Autobiography of an Ex-Coloured Man*, Ch's 1-5

Excerpt from Barbara Fields, "Ideology and Race in American History" (Canvas)

Week Seven, Oct 3-7

The Great Depression and the New Deal, the 1930s

Discussion Section

READ: Finish *Autobiography of an Ex-Coloured Man*

Excerpt from John Berger, *Ways of Seeing* (Canvas)

Week Eight, Oct 10-14

No Discussion Section this week

EXAM: Midterm Exam, Tues Oct. 11

Week Nine, Oct 17-21

America in World War II, 1941-1945

Discussion Section

READ: *Farewell to Manzanar*, Part 1

Week Ten, Oct 24-28

The Cold War and the 1950s

Discussion Section

READ: Finish *Farewell to Manzanar*

Week Eleven, Oct 31-Nov 4

The New Left and Vietnam, 1960s

Discussion Section

READ: *The Things They Carried*, Ch's 1-11

Week Twelve, Nov 7-11

Retreat From Liberalism, 1968-2021

Discussion Section

READ: Finish *The Things They Carried*

Week Thirteen, Nov 14-18

Civil Rights and the Black Freedom Struggle, Part One

Discussion Section

READ: *Warriors Don't Cry*, Ch's 1-4

Week Fourteen, Nov 21-25

Civil Rights and the Black Freedom Struggle, Part Two

No Discussion Section This Week: THANKSGIVING

Week Fifteen, Nov 28-Dec 2

America in the World, 1975-2021

READ: Finish *Warriors Don't Cry*

Week Sixteen, Dec 5-9

Concluding Thoughts and Exam Review

DUE: Tues Dec 6, Final Essay (Last Day of Class)

Final Exam: Friday Dec 16th, 7:30-9:30AM