

Current Information:

I. A.) DEPARTMENT NAME: HISTORY
B.) COURSE NUMBER, and TITLE: AMH 2020 - U.S. SINCE 1877
C.) CREDIT HOURS: 3 D.) PREREQUISITES: N/A

E.) CURRENT CLASSIFICATION

- 1. General Education Code: B C D H M N P S None
- 2. Writing Requirement: E2 E4 E6 None
- 3. Math Requirement: M None

Requests:

II. GENERAL EDUCATION

- A.) Requested Classification: B C D H M N P S
- B.) Effective Date: Fall Spring Summer 2015 (year)
- Or
- 1-time Approval Fall Spring Summer _____ (year)

III. WRITING REQUIREMENT

MATH REQUIREMENT

- A.) Requested Classification E2 E4 E6
- B.) Effective Date: Fall Spring Summer _____ (year)
- Or
- 1-time Approval Fall Spring Summer _____ (year)
- C.) Assessment:
 - 1.) What type of feedback will be provided to the student (in reference to writing skill)?
_____ Grade _____ Corrections _____ Drafts _____ Other
 - 2.) Will a published rubric be used?

IV. ATTACH A DETAILED SYLLABUS

V. SYLLABUS CHECKLIST

Courses that offer students General Education and/or Writing Requirement credit must provide clear and explicit information for the students about the classification and requirements.

A.) For courses with a **General Education** classification, the syllabus should include:

- Statement of the General Education Purpose of the Course with attention to the General Education Classification requested
- List of assigned General Education Student Learning Outcomes
- List of any other relevant Student Learning Outcomes
- List of required and optional texts
- Weekly course schedule with sufficient detail (e.g. topics, assigned readings, other assignments, due dates)

B.) For courses with **Writing Requirement (WR)** classification, the syllabus should include:

- "The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."
- "Course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher and a satisfactory completion of the writing component of the course."
- A statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization
- Assignment word counts, page lengths, submission deadlines and feedback dates

Additionally, the syllabus must clearly show that the course meets the WR to

- Evaluate [2,000/4,000/6,000] written words in assignments during the semester
- Provide all feedback on assignments prior to the last class meeting

Important note: The following types of writing assignments **CANNOT** be used to meet the WR: teamwork, exam essay questions, take-home exams, and informal, ungraded writing assignments.

VI. SUBMISSION AND APPROVALS

Department Contact:

Contact Name: SEAN ADAMS

Phone 352 273 3354 Email SPADAMS@UFL.EDU

College Contact:

College Name: _____

College Contact Name: _____

Phone _____ Email _____

AMH 2020
University of Florida
Spring 2013
Office Hours: Tues&Thurs, Period 6
Course T/A's:
 Joe Parrish: joeparrish@ufl.edu
 Brandon Jett: bjett003@ufl.edu
 Nicholas Foreman: nickf@ufl.edu

Dr. Benjamin E. Wise
208 Keene-Flint Hall
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273-3363
Tues and Thurs, Period 5
Lecture Location: CSE A101

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. These skills are not merely useful for the historian but for all who are engaged in trying to understand the world and their place in it. Thus, in this course students will be expected to learn significant information about history, but will also be asked to read critically, discuss thoughtfully, and write persuasively.

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

James Hanretta, *America: A Concise History, Volume Two: Since 1865*
Selected primary and secondary documents online via E-Learning

Chapter excerpts from:

Lizabeth Cohen, *A Consumers' Republic: The Politics of Mass Consumption*

Thomas L. Friedman, *The Lexus and the Olive Tree: Understanding Globalization*

Earl Black and Merle Black, *The Rise of Southern Republicans*

Eric Rauchway, *Blessed Among Nations: How the World Made America*

Michael D. Bordo, et al, *The Defining Moment: The Great Depression and the American Economy in the Twentieth Century* (National Bureau of Economic Research Project Report)

Rogers M. Smith, *Civic Ideals: Conflicting Visions of Citizenship in U.S. History* (The Institution for Social and Policy Studies)

Theda Skocpol, *Protecting Soldiers and Mothers: The Political Origins of Social Policy in the United States*

Alexander Keyssar, *The Right to Vote: The Contested History of Democracy in the United States*

Course Grades

Midterm—20%

Three Unit Exercises—30% (10% each)

Final—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 \mathbb{A}^+ , \mathbb{A} , \mathbb{A}^- , or 0. A \mathbb{A}^+ is worth 10 points, a \mathbb{A} is worth 8 points, and a \mathbb{A}^- 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 \mathbb{A}^+ 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:

- \mathbb{A}^+ 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.
- \mathbb{A} 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.
- \mathbb{A}^- 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 handed out.

Section Meetings

T/A: Brandon Jett

03E5, Fri Period 5, FLI 121

03E8, Fri Period 3, FLI 113

0907, Fri Period 6, FLI 115

T/A: Joe Parrish

03E2, Fri Period 5, FLI 113

03E6, Fri Period 3, FLI 121

08D3, Fri Period 6, FLI 113

T/A: Nicholas Foreman
 03E3, Fri Period 5, FLI 115
 03E7, Fri Period 4, FLI 113
 08D5, Fri Period 7, FLI 115

Important Dates

Thurs Feb 27—Midterm Exam
 Tues Apr 22—Last Day of Class: Essay Due
 Fri May 2—Final Exam

General Education

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 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.

Student Learning Outcomes

Category	Institutional Definition	Institutional SLO
CONTENT	Content is knowledge of the concepts, principles, terminology and methodologies used within the discipline.	Students demonstrate competence in the terminology, concepts, methodologies and theories used within the discipline.
COMMUNICATION	Communication is the development and expression of ideas in written and oral forms.	Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the 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 analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems.

Attendance Policy

Attendance in lecture may be taken on a random basis throughout the semester, via quizzes and sign-in sheets. Attendance in discussion sections will be taken every day via homework. You are permitted two absences without penalty, but on the third and each subsequent absence, your final grade for the course will be reduced by a third of a letter grade (I.E., from an A to a A-, an A- to a B+, etc.).

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.dso.ufl.edu/judicial/academic.php>

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

Unit One: The Making of Modern America

Unit One Exercise: Due Friday Jan 31

The U.S. Census provides data about immigration, population patterns, mortality rates, and vital statistics, among other things. On the CDC's Vital Statistics of the United States Website (<http://www.cdc.gov/nchs/products/vsus.htm>), you can collect and analyze this data. Your assignment is to analyze the immigration data for your home state over the period 1890 to 1930. Write a 2 page essay explaining what changed with regards to immigration in your state during this period—who moved there? Where were they from? What did the demographic look like in 1890, and what did it look like in 1930? What might this have meant for the religious, ethnic, cultural, and political makeup of this society?

Week One, Jan 6-10

Course Introduction

READ: Hanretta, Ch. 1

Week Two, Jan 13-17

Americans on the Move, 1877—1900

Discussion Section

READ: Ch. 1 From Rauchway, "Globalization and America"

Week Three, Jan 20-24

The South in the Nation, 1877—1900

Discussion Section

READ: Hanretta, Ch's 2 and 3

Week Four, Jan 27-31

Populism and Empire: The 1890s

Discussion Section

READ: Hanretta, Ch's 4 and 5

Week Five, Feb 3-7

The Progressive Era, 1890—1914

Discussion Section

READ: Smith, "Progressivism and the New American Empire, 1898-1912"

Unit Two: The Making of Modern Liberalism

Unit Two Exercise: Due Friday March 14

You will work in teams of two for this exercise. Each member of your team must do research on the website of The US Bureau of Labor Statistics (<http://www.bls.gov/>) on the following question: "How did changes in employment and wages differ for men and women during the period 1930 to 1950?" One member can research the data for men, one for women. After you have done your research, meet to compare and contrast your findings, discuss the ways the data changes over time, and how these changes relate to the context of the Great Depression, World War Two, and the emergence of the Cold War. Your group will give a 10 minute in-class presentation on your findings.

Week Six, Feb 10-14

The Era of World War One, 1910—1920

Discussion Section

READ: Hanretta, Ch's 6 and 7

Week Seven, Feb 17-21

Jazzmakers, Peaceseekers, and Warmakers, 1918—1941

EXAM: Midterm Exam, Thurs Feb 21

Week Eight, Feb 24-28

The Great Depression and the New Deal, the 1930s

Discussion Section

READ: Michael D. Bordo, et al, ch. 4, "By Way of Analogy: The Expansion of the Federal Government in the 1930s"

NO CLASS March 1-8 SPRING BREAK

Week Nine, Mar 10-14

America in World War II, 1941-1945

Discussion Section

READ: Skocpol, "Statebuilding for Mothers and Babies"

Unit Three: The Making of Globalization

Unit Three Exercise: Due Friday April 19

Write a two-page essay on the following problem. The “Opening Scene” and Chapter One of *Lexus and the Olive Tree*, set forth a definition of modern globalization. In those pages, Friedman develops a concise history, the economic foundations, as well as the political and social revolutions that represent the full package called globalization. Demonstrate your mastery of that material by explaining how either of the essays linked to the reading on E-Learning can be understood as an example of the phenomenon called globalization. To accomplish this you need to provide a summary of Friedman’s vision of globalization and an explanation of how that vision helps make sense of the behavior describe in either of the linked essays. Your essay must provide specific examples (with data cited in the articles) and make connections between social processes and social outcomes.

Week Ten, Mar 17-21

The Cold War and the 1950s

Discussion Section

READ: Freidman, “Opening Scene: The World is Ten Years Old” and “The New System” and globalization articles on E-Learning

Week Eleven, Mar 24-28

The Civil Rights Movement, 1865-1965

Discussion Section

READ: Keyssar, “Race and the Second Reconstruction”

Week Twelve, Apr 1-5

The New Left and Vietnam, 1960s

Discussion Section

READ: Black and Black, “A New Party System in the South”

Week Thirteen, Apr 8-12

Retreat From Liberalism, 1968—2012

Discussion Section

READ: Cohen, “The Political Culture of Mass Consumption”

Week Fourteen, Apr 15-19

America in the World, 1975—2012

READ: Hanretta, ch’s 8 and 9

Week Fifteen, Apr 22-26

Concluding Thoughts and Exam Review

DUE: Tues Apr 22, Final Essay

Final Exam: Friday May 2, 12:30 to 2:30