

Current Information:

- I. A.) DEPARTMENT NAME: HISTORY
- B.) COURSE NUMBER, and TITLE: AMH 2020 United States History since 1877
- C.) CREDIT HOURS: 3 D.) PREREQUISITES: _____
- 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.

For courses with a **General Education** classification, the syllabus **must** include:

- Instructor contact information (and TA if applicable)
- Course objectives and/or goals
- Student Learning Outcomes
- Required and optional textbooks
- Methods by which students will be evaluated and their grades determined
- Weekly course schedule with sufficient detail (including topics, assigned readings, assignments, due dates) that the General Education Committee may determine the appropriateness of the General Education classification requested.
- A statement related to class attendance, make-up exams and other work such as: *"Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>"*
- A statement related to accommodations for students with disabilities such as: *"Students with disabilities requesting classroom accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered students will an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester."*
- A statement informing students of the online course evaluation process such as: *"Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <http://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>"*
- Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

It is **recommended** that syllabi contain the following information:

- Critical dates for exams and other work
- Class demeanor expected by the professor (e.g. tardiness, cell phone usage)
- The university's honesty policy regarding cheating, plagiarism, etc.
Suggested wording: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code
<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/> specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.
- Phone numbers and contact sites for university counseling services and mental health services: <http://www.counseling.ufl.edu/cwc/Default.aspx> 392-1575, University Police Department 392-1111 or 9-1-1 for emergencies.

The University's complete Syllabus Policy can be found at:

http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf

For courses with **Writing Requirement (WR)** classification, the syllabus **must** 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: Juliana Barr, UGC History

Phone 273-3364

Email jbarr@ufl.edu

College Contact:

College Name: _____

College Contact Name: _____

Phone _____

Email _____

AMH 2020: United States since 1877
University of Florida
Spring 2015

Dr. Juliana Barr
Keene-Flint Hall, # 021
(352) 273-3364
jbarr@ufl.edu
<http://people.clas.ufl.edu/jbarr>
Office hours: Tuesdays 2-4pm, Wednesdays 2-4pm and by appointment

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.

Required Reading

E. L. Doctorow, *Ragtime*
John F. Kasson, *Amusing the Million*
Frederick Lewis Allen, *Only Yesterday*
Gilbert King, *Devil in the Grove*
Tim O'Brien, *The Things They Carried*
Alix Kates Shulman, *Memoirs of an Ex-Prom Queen*

Recommended Reading

James Hanretta, *America: A Concise History, Volume Two: Since 1865*

Course Grades

Midterm—20%
Essay—30%
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 ✓+, ✓, ✓-, or 0. A ✓+ is worth 10 points, a ✓ is worth 8 points, and 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 ✓+ 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:

- ✓+ 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.
- ✓ 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.
- ✓- 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.

Important Dates

Thurs Feb 27—Midterm Exam

Tues Apr 22—Last Day of Class: Essay Due

Fri May 2—Final Exam

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 the professor 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 (<http://www.dso.ufl.edu/drc>).

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

Additional information can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

<http://www.isis.ufl.edu/minusgrades.html>

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <http://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>.

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. The University of Florida's honesty policies regarding cheating and plagiarism and the consequences for violating those policies may be viewed at <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

General Education Objectives for Social and Behavioral Sciences (S)

This course provides instruction in key themes and principles used in the study of history. Students will engage with critical historical thinking and methodologies by learning how to read and analyze primary documents as well as secondary sources produced by historians and in turn by formulating historical arguments based on these readings. Lectures will examine the ways in which the historiography of particular events, periods, and processes, has changed over time and continues to evolve. In-class discussions are devoted to identifying and explaining the social institutions and structures that evolved in the nineteenth- and twentieth-century United States and debating the impact of multiple perspectives on our understanding of past. The secondary readings provide various scholarly approaches to the issues and problems of American history while primary historical documents from different eras offer students the chance to learn to ask how, why, and by whom are historical documents created, to think about the historical, social,

cultural, and political contexts in which they are imbedded, and thus to engage in critical thinking about the limitations and possibilities of making meaning out of them. The question of what sources are available and how they shape historical knowledge and significance is central to this course. We therefore will focus on the ways in which historians have sought to identify and analyze how people of different social, ethnic, and cultural groups made individual and group decisions that shaped the course of U.S. history. Thus this course is dedicated to teaching students how to read closely for biases in historical documents and to think about what is gained in the nineteenth and twentieth centuries when the diverse perspectives of Americans inform our understanding of the United States' past.

Social and Behavioral Sciences Student Learning Objectives to be addressed:

- Knowledge and understanding of the historical and theoretical methodologies used by historians to study the American past.
- Identification and evaluation of the multiple and contrasting perspectives and biases that have shaped and continue to shape the discipline of history
- Effective communication through oral and written expression of the critical thinking and analysis required by the discipline of history

Tips For Success

Read for 30 minutes a day.

This semester we will read 1,453 pages in books. There are 112 days in the semester. This means you need to read roughly 13 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 afterword. 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, Jan 6-10

Course Introduction

READ: *Ragtime*, Ch. 1

Week Two, Jan 13-17

Americans on the Move, 1877—1900

Discussion Section

READ: *Ragtime*, (Part 1)

Week Three, Jan 20-24

The South in the Nation, 1877—1900

Discussion Section

READ: Finish *Ragtime*

Week Four, Jan 27-31

Populism and Empire: The 1890s

Discussion Section

READ: *Amusing the Million*, 1-54

Week Five, Feb 3-7

The Progressive Era, 1890—1914

Discussion Section

READ: Finish *Amusing the Million*

Week Six, Feb 10-14

The Era of World War One, 1910—1920

Discussion Section

READ: *Only Yesterday*, Ch's 1-7

Week Seven, Feb 17-21

The Great Depression and the New Deal, the 1930s

Discussion Section

READ: Finish *Only Yesterday*

Week Eight, Feb 24-28

Jazzmakers, Peaceseekers, and Warmakers, 1918—1941

EXAM: Midterm Exam, Thurs Feb 27

NO CLASS March 1-8 SPRING BREAK

Week Nine, Mar 10-14

America in World War II, 1941-1945

Discussion Section

READ: *Devil in the Grove* Ch's 1-11

Week Ten, Mar 17-21

The Cold War and the 1950s

Discussion Section

READ: Finish *Devil in the Grove*

Week Eleven, Mar 24-28

The Civil Rights Movement, 1865-1965

Discussion Section

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

Week Twelve, Apr 1-5

The New Left and Vietnam, 1960s

Discussion Section

READ: Finish *The Things They Carried*

Week Thirteen, Apr 8-12

Retreat From Liberalism, 1968—2012

Discussion Section

READ: *Memoirs of an Ex-Prom Queen*, Ch's 1-4

Week Fourteen, Apr 15-19

America in the World, 1975—2012

READ: Finish *Memoirs of an Ex-Prom Queen*

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