History of the United States II
21:512:202

Dr. Aaron Slater
aaron.slater@rutgers.edu
Fall 2023
Tu/Th 11:30AM-12:50 PM
Conklin 424
Final Exam: NO FINAL
Office Hours: By appointment; can be in person, virtual via Zoom, or by phone

COURSE DESCRIPTION

History of the United States II provides a broad survey of US History from the end of the Civil War in 1865 up to the present day. This course will focus on the political, intellectual, cultural, and social trends that shaped the United States over roughly a century and a half. Topics will include industrialization and urbanization in the late-19th century; Westward expansion; American Imperialism during the Progressive Era; World War I; the Great Depression and New Deal; World War II and the Cold War; the Civil Rights and “Liberation” movements of the 1960s and 1970s; globalization and the triumph of the neo-liberal economic order; and the ascent of movement conservatism from Reagan to Trump. In examining these topics, we will take a global perspective by placing America’s domestic developments within an international context. As we will see, despite the myth that most Americans were content to remain isolated from the outside world, the pull of international events, ideas, and peoples often proved irresistible.

COURSE OBJECTIVES

- Learn the basic facts (who, what, when, where) of modern American history
- Recognize and analyze a variety of historical documents known as "primary sources"
- Assess primary sources in terms of their reliability, veracity, and bias
- Evaluate how historians use primary sources to build their own interpretations of the past
- Generate original historical arguments using evidence gleaned from reading primary sources
- Improve critical thinking and written skills through a critical engagement with early American history

LEARNING MANAGEMENT SYSTEM (LMS)

We will be using Canvas as the course Learning Management System (LMS). All the content and assignments will be posted to Canvas in advance. There will be readings assigned in Week 1, so all students should make sure they have access to the course Canvas site immediately.
TEXTS & READINGS
There are two textbooks for this class:

2. Primary Source Reader: Slater, Primary Sources for US History, Vol. 2 (Cognella). You must purchase a hard copy of this book. Copies are available at the bookstore or online at https://store.cognella.com

CLASSROOM POLICIES

Technology: ALL ELECTRONIC DEVICES ARE PROHIBITED DURING CLASS TIME. This means no computers, tablets, phones, etc. Devices should be turned to silent mode and stowed out of sight in bags. If I see you glancing at a device, you will receive a warning. If you do it habitually, I will deduct points from your overall grade.

Breaks: I schedule a five minute break about 40-45 minutes into each class meeting. Students should not leave their seats at any other time during the class period. Getting up and moving around while class is in session is disrespectful and distracting to me and your classmates. Students should use the break time to do whatever they need to refresh themselves (use the bathroom, get a drink, eat a snack, stretch, check texts and/or emails, etc).

NOTE: Students may use their electronic devices during this time, but they should be put away as soon as class resumes.

Classroom Etiquette: It should go without saying that students must treat each other respectfully during class discussions. We will occasionally cover controversial and sensitive subject matter that some students might find offensive. That said, part of the learning experience at college is to investigate and unpack precisely these kinds of difficult topics so that we can try to arrive at a better understanding of their meaning and significance, both for ourselves and for our society as a whole.

ATTENDANCE
Attendance in this course is mandatory. This is not my policy, it is the university’s. Students are expected to attend every meeting of the class, subject to the following policies:

Unexcused Absences: Students are allowed four (4) unexcused absences. If you have more than four (4) unexcused absences, your grade will be lowered one half grade, with each additional unexcused absence resulting in a further half grade deduction (for example, if you miss five classes your grade would go from a "B+" to "B." If you miss six classes, your grade will go from a "B" to a "C+." If you miss seven classes, your grade would be reduced from a "C+" to a "C"). Students who miss eight or more class meetings through a combination of either excused or unexcused absences will receive a grade of "F" in the course.

Excused Absences: Students may be excused for illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions. Students who miss class for these reasons should utilize the
university’s Absence Verification system (see below under the Accomodation & Support Statement).

Lateness: If you arrive more than 10 minutes after the listed class start time, or if you leave any time before the end of class, you will receive an unexcused absence for that class session. Students that habitually arrive late or leave early will receive a warning. Further late arrivals or early departures will result in a deduction to their Participation grade (see p. 4 below).

NOTE: If you need to travel a long distance across campus to get to class, please let me know.

ASSIGNMENTS AND GRADING
Your Final Grade in the course will consist of the following four categories:

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>12.5%</td>
</tr>
<tr>
<td>Discussion</td>
<td>12.5%</td>
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<tr>
<td>Paper 1</td>
<td>30%</td>
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<tr>
<td>Paper 2</td>
<td>35%</td>
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Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
</tr>
<tr>
<td>86-80</td>
<td>B</td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
</tr>
<tr>
<td>76-70</td>
<td>C</td>
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<td>69-60</td>
<td>D</td>
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<tr>
<td>59 and below</td>
<td>F</td>
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NOTE: If you need to travel a long distance across campus to get to class, please let me know.
QUizzes
I will be giving a variety of different types of quizzes throughout the semester. The quizzes will be based on the readings and lectures. Makeup quizzes are not allowed, but I will drop the two (2) lowest quizzes.

Discussion & Participation
The process of formulating arguments, articulating them to your peers, and defending them against critique in both written and verbal form is a vital skill that you will have to use in any career you pursue. The emphasis in this class will be on developing these communication skills, rather than forcing you to remember names and dates. Participation in the in-class and online discussions is vital to the development of these critical skills.

In-class Participation: The bulk of your work during class sessions will consist of group discussions – either the full class, or in smaller groups – during which we will engage with the important events, people, concepts, and themes related to each week's topic. In pursuing these discussions, we will be reading and referring to the Primary Source Reader. You must bring your HARD COPY of the primary source reader to every class.

Discussion Posts: Starting in Week 2, I will assign all students to a Discussion Group of around 5-6 members. Each Discussion Group will have its own Discussion Board in Canvas. I will post up to two prompt questions per week that will structure our discussion in the upcoming class. Students will need to answer the prompt question before class and be prepared to summarize and discuss their response. Late discussions will not be accepted, but I will drop your three (3) lowest discussion post grades.

Grading: I will be reading and grading all the Discussion Posts, and I will be grading students on their Participation during the in-class discussion. I expect all students to participate in the in-class discussion, and I will grade your performance for each class meeting. Students who habitually arrive late or leave early will receive a deduction on their Participation grade.

NOTE: I understand that some students are reticent about speaking up in large groups. This is why I require students to prepare for the discussion by writing a response post. This type of preparation makes speaking in groups much less intimidating.

Papers
Students will write one 1,200-word (~ 4-5 pages) and one 1,500-word paper (~ 5-6 pages). I will circulate a list of topics and the specific assignment requirements in advance of the paper due date. Generally speaking, both papers will require you to analyze primary sources, place them in their historical context, and use them to produce your own historical interpretation.

Submission of Papers: All papers will be submitted to Turnitin.com through the course Blackboard site. I will give specific instructions on how to submit papers to Turnitin in class.

Due Dates: Papers are to be submitted through Blackboard to Turnitin.com by 11:59 PM on the date listed in the syllabus (see p. 6 below under "Important Due Dates"). Late papers will
receive a grade reduction of three (3) points for each day they are late. **Papers submitted 14 days or more past the due date will not receive credit.**

**Extensions:** All students have a one-time, no-questions-asked, one-day extension they can use for any of the papers or revisions (see next section below). If you choose to use your extension, you may turn in the paper one (1) day late without penalty. Requests for extensions based on extenuating circumstances (illness, family emergency, etc.) will be evaluated on a case-by-case basis and may require documentation.

**Revisions:** All students who submit their papers on-time have the option of revising and resubmitting them for a higher grade. **Students who do not submit their original paper on time do not have the opportunity to revise and resubmit.** In order to improve their grade on the revision, students must make significant, substantive changes to their papers based on the comments and feedback I give on the original submission. Revisions are due one week after I return the graded original submission. If you submit a revision, **the grade you receive on that revision is the final grade you will get for that paper assignment.** (For example, if you received a 77 (C+) on your original submission and then receive an 85 (B) on your revision, your grade for the assignment will be an 85 (B)). I will not accept revisions submitted after the due date.

**Writing Assistance:** The Writing Center, located in Room 126 of Conklin Hall, offers writing tutoring and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers-Newark campus. Their tutors work to help students become more independent readers and writers capable of responding well to the demands of writing within the university. The Writing Center is available to all students free of charge, and they are encouraged to take advantage of the Center’s services to strengthen their reading, writing, and research skills. More information is available at: [http://www.ncas.rutgers.edu/writingcenter](http://www.ncas.rutgers.edu/writingcenter)

**TESTS/EXAMS**
There are no tests or exams in this course.

**ACADEMIC INTEGRITY**
Rutgers University requires all students to acknowledge and abide by the school's Academic Integrity Policy. As such, all students are required to sign the Rutgers honor pledge (“On my honor, I have neither received nor given any unauthorized assistance on this assignment”) for all major assignments, including papers and exams. For those who would like more detailed information on Rutgers’ Academic Integrity Policy, please refer to [this link](http://www.ncas.rutgers.edu/writingcenter).

**NOTE:** Please be especially mindful of the section on plagiarism (III, A: "Types of Violations"). Plagiarism is a question of fact, not of intent, meaning you can get in trouble for plagiarism, even if you did not intentionally plagiarize another person’s work.

**AI/ChatGPT:** Use of Artificial Intelligence (AI) writing tools like ChatGPT are prohibited on all assignments unless otherwise instructed. **Students who use prohibited AI tools on any**
assignment are in violation of the university's Academic Integrity Policy and will be reported to the administration.

IMPORTANT DATES

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>1/16</td>
<td>Fall classes begin</td>
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<tr>
<td>2/23</td>
<td>Paper 1 due (by 11:59 PM)</td>
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<tr>
<td>3/8</td>
<td>Paper 1 Revision due (by 11:59 PM)</td>
</tr>
<tr>
<td>3/11-3/15</td>
<td>Spring Recess (NO CLASS)</td>
</tr>
<tr>
<td>4/23</td>
<td>Paper 2 due (by 11:59 PM)</td>
</tr>
<tr>
<td>4/29</td>
<td>Fall classes end</td>
</tr>
<tr>
<td>5/7</td>
<td>Paper 2 Revision due (by 11:59 PM)</td>
</tr>
</tbody>
</table>

ACCOMMODATION AND SUPPORT STATEMENT
Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

For Individuals with Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.
For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to University Policy 10.2.7, for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: https://temporaryconditions.rutgers.edu.

For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University’s Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/.

For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a confidential resource and does not have an obligation to report information to the University’s Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out TAO at Rutgers-Newark for an easy, web-based approach to self-care and support: https://tinyurl.com/RUN-TAO.
For emergencies: call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

SCHEDULE OF CLASSES

Week 1 (1/16-1/19): Post-Civil War America: Reconstruction and the Rise of the Industrial America

- American Yawp (AY), Chapters 15 & 16
- Primary Source: Reader, Chapter 1

Week 2 (1/22-1/26): Conquering the Frontier: Western Expansion in the Late-19th Century

- AY, Chapter 17
- Primary Source: Reader, Chapter 2

Week 3 (1/29-2/2): The Gilded Age

- AY, Chapter 18
- Primary Source: Reader, Chapter 3

Week 4 (2/5-2/9): American Empire in an Age of Progress

- AY, Chapter 19
- Primary Source: Reader, Chapter 4

Week 5 (2/12-2/16): The Progressive Era at Home

- AY, Chapter 20
- Primary Source: Reader, Chapter 5

Week 6 (2/19-2/23): “To Make the World Safe for Democracy”: The “Great War” & Its Aftermath

***PAPER 1 INITIAL DUE DATE: FRIDAY, 2/23 @ 11:59 PM***

- AY, Chapter 21
- Primary Source: Reader, Chapter 6

Week 7 (2/26-3/1): Prosperity Unleashed: Culture and Society in the “Roaring 20s”

- AY, Chapter 22
- Primary Sources: Reader, Chapter 7

Week 8 (3/4-3/8): Saving Capitalism: The Great Depression & the New Deal

***PAPER 1 REVISION DUE DATE 3/7 @ 11:59 PM***
• AY, Chapter 23
• Primary Sources: Reader, Chapter 8

Week 9 (3/11-3/15): SPRING RECESS

***NO CLASSES***

Week 10 (3/18-3/22): The “Good War”: World War II and the Defeat of Fascism

• AY, Chapter 24
  Primary Source: Reader, Chapter 9


• AY, Chapter 25
  Primary Source: Reader, Chapter 10

Week 12 (4/1-4/5): Liberalism Ascendant: American Society in an “Age of Consensus”

• AY, Chapter 26
  Primary Sources: Reader, Chapter 11

Week 13 (4/8-4/12): Consensus Challenged: The Counter-Cultural Revolution of the 1960s

• AY, Chapter 27
  Primary Sources: Reader, Chapter 12


• AY, Chapters 28
  Primary Sources: Reader, Chapters 13


***PAPER 2 INITIAL DUE DATE ON TUESDAY, 4/23 @ 11:59 PM***

• AY, Chapters 29 & 30
  Primary Sources: Reader, Chapter 14

***PAPER 2 REVISION DUE ON TUESDAY, 5/7 @ 11:59 PM***

***NOTE: THIS SYLLABUS IS SUBJECT TO CHANGE***