

21:512:202 History of the United States II: From 1865 to the Present Spring 2019

Meeting times: Monday and Wednesday, 10:00 am-11:20 am

Location: Conklin Hall 346

Instructor: Rachel Bunker

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Office: Conklin Hall 326

Office Hours: Monday Wednesday, 4:00 pm-5:00 pm, or by appointment

Course Description

This course explores major transformations in the United States from the end of the Civil War to the present. We will trace several main themes throughout the semester, including the expansion of the federal government, immigration, and industrialization; changing ideas about individual rights, equality, and freedom; and the development of American economic and military power. In line with recent scholarly emphases to internationalize U.S. history, we will pay special attention to how these themes were shaped by broader global transformations in the past 150 years.

Course Objectives

At the successful completion of this course, students will:

- Explain the development of the following aspects of the United States from 1865 to the present: the expansion of the federal government, immigration, and industrialization; changing ideas about individual rights, equality, and freedom; and the development of American economic and military power.
- Employ historical reasoning to study human endeavors using appropriate assumptions, methods, evidence, and arguments.
- Develop a grasp of the basic chronology of United State history from 1865 to the present with a focus on major events and turning points.
- Analyze a range of primary sources including maps, speeches, essays, memoirs, political cartoons, paintings, photographs, propaganda posters, print and television advertisements, films, and music.
- Construct an argument based on synthesis and analysis of multiple secondary and primary sources.
- Communicate complex ideas effectively in standard written English to a general audience.

Course Materials and Readings

We will be primarily using the free online textbook, *American Yawp*, available at <http://www.americanyawp.com>. However, other course readings, as well as additional instructions for assignments will be available online or as PDFs on Blackboard <http://blackboard.rutgers.edu>.

Assessment

- 25% Midterm Exam
- 25% Final Exam
- 10% Citizenship and Class Participation
- 40% Reading Responses

Reading Responses: You will be required to submit 8 Reading Responses. 4 will need to be submitted before the midterm, and another 4 will be required after the midterm. Responses, based on instructions and a template on Blackboard, will help you think deeply about the reading. They are also designed to help you practice thinking and writing like a historian, digest course content, and prepare for exams. Each response will be assessed according to the class grading scale and will be tallied up and computed into your final grade. You must complete reflections before class begins and turn them in either as a typed hard copy or *neatly* written.

Exams: Exams for this course will be held in class, unless you have an accommodation under the American with Disabilities Act (see section marked “Accommodations for Students with Disabilities.”) The exam format is short identification on terms we will have discussed in class and one longer essay on a broader question about the material covered in class and in readings.

Grading scale

Individual assignments will be graded according to the following scale:

A (93-95%), A- (90-92%), B+ (87-89%), B (83-86%), B- (80-82%), C+ (77-79%), C (73-75%), C- (70-72%), D+ (67-69%), D (63-66%), D- (60-62%), F (59% and below). Final course grades will conform to University policy that uses “+” but not “-” grades: A (90% and above), B+ (85-89%), B (80-84%), C+ (75-79%), C (70-74%), D (60-69%), F (59% and below).

Late submissions

Please note that late paper submissions will be penalized by half a letter grade (e.g., from B+ to B) for each day they are late.

The Writing Center

The Writing Center, located in Room 126 of Conklin Hall, offers writing tutoring and writing workshops to all undergraduate students enrolled in class on the Rutgers-Newark campus. This is a great program, and I encourage you to take advantage of it for revising your papers.

Attendance

Students are expected to attend all sessions and to be active and thoughtful participants in class discussion. A sign-in sheet will be distributed each day to help track attendance and class participation. More than three (3) unexcused absences (i.e., other than a documented illness, documented emergency, religious observance, or university-approved absence) will have an adverse effect on your grade. For each unexcused absence beyond the 3 allowed, your final course grade will be lowered by 2 percentage points. For example, if you accumulate 5 unexcused absences during the semester and have a grade of 83%, your grade will be lowered to 79%. Please note that an excused absence means that you provide a note from a doctor or coach that explains your absence. Any student who misses eight or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw to avoid getting an F.

Academic Integrity

The foundation of this course and any scholarly endeavor is academic integrity. I fully expect that all students will adhere to principles of academic integrity in their work. **You are responsible for understanding the Rutgers policies regarding academic integrity, as outlined at <http://academicintegrity.rutgers.edu>. Ignorance of these policies or the consequences for violations is not an acceptable excuse.** All written work must be a student's own original work. Collaboration on written work is not permitted. Any and all references to other sources within your own paper must be properly cited according to the bibliographic conventions of the Chicago Manual of Style, which is available at the Dana Library and online at the Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/717/01/> Any and all violations of academic integrity in this course will result in the formal consequences and disciplinary action that are outlined in the Rutgers policy on academic integrity. I have a zero-tolerance policy for academic dishonesty and refer all violations directly to the Office of Student Conduct

Properly citing sources is not to punish you. Rather, it is an important way for us to acknowledge the research and analytical work of those scholars who have come before and whose ideas we wish to engage. Properly citing allows us to critically engage with ideas we might not fully agree with and to build on those that we find fruitful or illuminating for our own thinking. If you have any questions about quoting, paraphrasing, or referring to the work of others, please ask. It is better to be safe than sorry, better to have too many citations than not enough and thus run the risk of unintentional plagiarism.

Additionally, please remember that all students must include the Rutgers' honor pledge on all examinations and major course assignments submitted for grading: "On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment)."

Citizenship

The Department of History's "Policy on Mutual Responsibilities and Classroom Etiquette" states, "Our commitments to a strong learning community are expressed in many ways. Respectful professors convey their commitment to the discipline of history and their desire to share its delights and challenges. They are well prepared for class, provide students with clear goals and expectations, listen carefully to student questions and comments, and conscientiously evaluate their students' work. Respectful students bring a strong work ethic to the history courses that they select. They expect to attend the scheduled classes, to be on time, to be prepared for class, and to be attentive during class. A shared respect for the discipline of history and for one another as teachers and students of history is essential to the academic integrity of our program. We must all do our part to maintain an environment of openness and civility that encourages and honors the intellectual achievement represented by the discipline of history." <http://history.rutgers.edu/undergraduate/academic-policies/52-academics/undergraduate-program/108-policy-on-mutual-responsibilities-and-classroom-etiquette>

Each of you is a valuable member of our intellectual community, and I trust that you will conduct yourselves accordingly. My goal is that our classroom will be a space for thoughtful, sustained, and respectful engagement with the course material and with each other. In order to achieve that goal, we will need to give each other and the material our undivided attention, which means that texting and online activity unrelated to the class are not permitted for any

reason. **If I see you using a mobile phone during class, you will be marked “absent” for that day. Laptops and tablets may be used for note-taking and for accessing the assigned reading only.** I trust that you will make your best effort to contribute to our intellectual collaboration by arriving to class on time, participating in class discussions and activities, not distracting yourself or others during class, and not leaving class early (unless you have explained to me in advance why you must leave early).

Contacting the Professor

I am available during office hours each week and by appointment. I check email regularly and will almost always respond within one business day. **In compliance with the Family Educational Rights and Privacy Act (FERPA), please use your Rutgers ScarletMail account (and not a personal email account) to communicate with me.** As the Rutgers University Ethics and Compliance webpage states, “All Rutgers University students, staff, and instructors are assigned a university managed email account to be utilized for purposes of official correspondence.” <https://uec.rutgers.edu/programs/ferpa-student-privacy/for-faculty-and-staff/>

Accommodations for Students with Disabilities

Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your course as possible. To begin this process, please complete the Registration form on the ODS website at: <https://webapps.rutgers.edu/student-ods/forms/registration>. For more information please contact Kate Torres at (973) 353-5375 or the Office of Disability Services in Paul Robeson Campus Center, in suite 219 or by contacting odsnewark@rutgers.edu

***I reserve the right to make changes to this syllabus at any time with reasonable notice to you. Changes will be announced in class and through Blackboard. It is your responsibility to be aware of any changes in assignments, readings, and due dates. For these reasons, it is imperative that you check your email account associated with Rutgers frequently, at least once a day.**

Course Schedule

Week 1

- Wednesday, Jan. 23 - Introduction & Overview/The American Civil War in History and Memory

Week 2

- Monday, Jan. 28 Reconstructing a Nation
Secondary Sources:
-Yawp, “Reconstruction”

Primary Sources:

-Mississippi Black Code (1865)

Thomas Nast, "Colored Rule in a Reconstructed State," *Harper's Weekly* (1874)

-Frederick Douglass, "Speech delivered in Madison Square, New York, Decoration Day," (1877)

- Wednesday, Jan. 30 The Frontier Experience

Secondary Sources:

-*Yawp*, "Conquering the West"

Primary Sources:

- "A Remonstrance from the Chinese in California" (ca. 1870)

-Frederick Jackson Turner, "The Significance of the Frontier in American History" (1893)

-Excerpt from Zitkala-Ša (Gertrude Bonnin), *American Indian Stories* (1921)

Week 3

- Monday, Feb. 4 Inequality and Political Insurgency

Secondary Sources:

-*Yawp*, "Capital and Labor" and "Life in Industrial America"

Primary Sources:

- Excerpts from Edward Bellamy, *Looking Backward* (1888)

-Andrew Carnegie, "Wealth," *North American Review* 148 (June 1889), 653-5

-The "Omaha Platform" of the People's Party (1892)

- Wednesday, Feb. 6 U.S. Imperialism

Secondary Sources:

-*Yawp*, "American Empire"

Primary Sources:

-Albert Beveridge, "The March of the Flag," (1898)

-Rudyard Kipling, "The White Man's Burden," (1899)

-William McKinley on American Expansionism (1903)

Week 4

- Monday, Feb. 11 Urbanization, Immigration, and Social Reform

Secondary Sources:

-*Yawp*, "The Progressive Era"

Primary Sources:

-Excerpts from W.E.B. Dubois, *The Souls of Black Folk: Essay and Sketches* (1903)

-Jane Addams, "The Subjective Necessity for Social Settlements" (1892)

-Indiana Sterilization Law, 1907

-The Immigration Act of 1917

- Wednesday, Feb. 13 The Great War

Secondary Sources:

-*Yawp*, "World War I & Its Aftermath"

Primary Sources:

-Woodrow Wilson, A World "Safe for Democracy," April 2, 1917

- Fred A. Wirth, "The Part of the Four Minute Man," in *The Four Minute Men of Chicago* (1919), pg. 24-5 <https://archive.org/details/fourminutemenofc00unit>
- W.E.B. Dubois, "Returning Soldiers," *The Crisis* XVIII (May 1919) pp. 13

Week 5

- Monday, Feb. 18 Consumerism and Conservatism in the 1920s
 - Secondary Sources:**
 - Yawp, "The New Era"
 - Primary Sources:**
 - Warren G. Harding, "Return to Normalcy," May 14, 1920
 - Harry Dexter Kitson, "Understanding the consumer's Mind," *Annals of the American Academy of Political Science* 110 (Nov. 1923): 131-38.
 - Albert Johnson, "The Coming Immigration Law," *Outlook* (1924)
- Wednesday, Feb. 20 Life in the Global Depression Decade
 - Secondary Sources:**
 - Yawp, "The Great Depression," Sections: I, II, III, IV, V, and VI
 - Primary Sources:**
 - Ann Marie Low, "Dust Bowl Diary" (1934)
 - John Steinbeck, *The Harvest of Gypsies* (1936)
 - Frank Stokes, "Let the Mexicans Organize" (1936)

Week 6

- Monday, Feb. 25 The New Deal
 - Secondary Sources:**
 - Yawp, "The Great Depression," Sections VII, VIII, IX, X, XI, XII, XIII, XIV
 - Primary Sources:**
 - France Perkins, "The Social Security Act" (1935)
 - Franklin D. Roosevelt, "Second Inaugural Address," January 20, 1937
 - American Liberty League, "The New Deal vs. Democracy" (1936)
- Wednesday, Feb. 27 An Arsenal of Democracy: War II and the Homefront
 - Secondary Sources:**
 - Yawp, "World War II"
 - Primary Sources:**
 - Western Defense Command, "Instructions to All Persons of Japanese Ancestry," April 30, 1942
 - Justice Frank Murphy Dissent in *Korematsu v. United States* (1944)
 - The Atlantic Charter (1941)

Week 7

- Monday, March 4 The Iron Curtain and Anti-Communism
 - Secondary Sources
 - Yawp: "The Cold War"
 - Primary Sources:**

- Ground Zero 1945: Pictures by Atomic Bomb Survivors, MIT Visualizing Cultures <https://ow.mit.edu/ans7870/21f/21f.027/groundzero1945/index.html>
- Harry S. Truman, "Special Message to Congress on Greece and Turkey," March 12, 1947

- Wednesday, March 6 The "Third World" and "The American Century"

Secondary Sources:

- Yawp*, "The Sixties," Sections: I and II
- Greg Grandin, "What Was Containment? Short and Long Answers from the Americas," *The Cold War in the Third World* (2013) pp. 27-47

Primary Sources:

- Declaration of Independence of the Democratic Republic of Vietnam (1945)
- Excerpt from Fidel Castro, "Speech Denouncing U.S. Aggression," April 23, 1961

Week 8

- Monday, March 11 1950s Conservatism and the "Affluent Society"

Secondary Sources:

- Yawp*, "The Affluent Society," Sections: I, II, V, VI, VII

Primary Sources:

- Levittown Homeowners Guide
- "Race Trouble in the North," *U.S. News & World Report*, August 30, 1957
- Juanita Garcia, Congressional Testimony, (1952)
- Barry Goldwater, Republican Nomination Acceptance Speech, 1964

- Wednesday March 13 **In-Class Midterm Exam**

Week 9: Spring Break! No class. Have fun!

Week 10

- Monday, March 25 The Long Civil Rights Movement

Secondary Sources:

- Yawp*, "The Affluent Society," Sections: III and IV and "The Sixties," Sections: III
- Charles Payne, "Preface to the 2007 Edition," and "Slow and Respectful Work," in *I've Got the Light of Freedom* (2007) pp. XIII-XIV, 236-64

Primary Sources:

- Ella Baker, "Bigger Than a Hamburger," *Southern Patriot* (June 1960) pp 4
- Fannie Lou Hammer, Address to the Democratic National Convention Credentials Committee, 1964
- White Southerners Respond to Freedom Summer, 1964

- Wednesday, March 27 The New Immigration

Secondary Sources:

- Mae M. Ngai, "Hart-Celler at Fifty: Lessons for Immigration Reform in Our Time," and
- Cindy Hahamovitch, "Keeping the Unskilled Out: Why Hart-Celler Didn't Matter to Workers," *Labor* 12, no. 3 (2015): pp 19-22 and pp 23-8

Primary Sources:

-Lyndon Johnson, "Remarks on Signing of the 1965 Immigration Bill, Liberty Island, New York" (October 23, 1965)

Week 11

- Monday, April 1 War in Vietnam and the War on Poverty

Secondary Sources:

- Yawp*, "The Sixties," Sections: IV, V, VIII and "The Unraveling," Sections: I, II, III, IV
- Rhonda Y. Williams, "To Challenge the Status Quo by Any Means: Community Action and Representational Politics in 1960s Baltimore," *The War on Poverty: A New Grassroots History* (2011) pp 63-86

Primary Sources:

- Lyndon B. Johnson, "Remarks at the University of Michigan," May 22, 1964
- Martin Luther King, Jr., "Beyond Vietnam" speech at Riverside Church Meeting, April 4, 1967

Wednesday, April 3 The Vietnam War Screening of *Dear America: Letters Home from Vietnam* (1988)

Week 12

- Monday, April 8 We the People: Social Movements and the Right Revolution, Part 1

Secondary Sources:

- Van Gose, "Defining the New Left," in *Rethinking the New Left*, pg. 1-8

Primary Sources:

- Excerpts from Dennis Banks, "We AIM Not to Please" in *Ojibwa Warrior* (2011)
- Paul Potter, speech against Vietnam War, April 17, 1965
- Black Panthers, "Ten Point Program" (1966)
- César Chavez, "Letter from Delano" (1969)

- Wednesday, April 10 We the People: Social Movements and the Rights Revolution, Part 2

Secondary Sources:

- Yawp*, "The Unraveling," Sections: VII
- Van Gose, "Women's Liberation" and "Gay Liberation" in *Rethinking the New Left*, pp 153-170

Primary Sources:

- National Organization for Women, "Statement of Purpose" (1966)
- Redstockings Manifesto (1969)
- Combahee River Collective, "Black Feminist Statement (1970)
- Excerpts from *Out of the Closets: Voices of Gay Liberation*, eds. Karla Jay and Allen Young, 2nd Ed. (1992)

Week 13

- Monday, April 15 (Tax Day!) Nixonland

Secondary Sources:

- Yawp*, "The Unraveling," Sections: V and VI
- Robert Self, "A Strange But Righteous Power" in *All in the Family* pp. 276-308

Primary Sources:

- Richard Nixon, "Silent Majority" Speech (1969)
- Phyllis Schlafly, "What's Wrong with Equal Rights for Women?" (1972)

- Wednesday, April 17 The Age of Limits

Secondary Sources:

-*Yawp*, "The Unraveling," Sections: V, VI, and VIII

Primary Sources:

-Milton Friedman, "The Social Responsibility of Business is to Increase its Profits," *New York Times Magazine*, (September 13, 1970)

-Edward Abbey, "The Blob That Comes to Arizona," *New York Times* (1970)

-Jimmy Carter, "Crisis of Confidence," July 15, 1979

Week 14

- Monday, April 22 The Reagan "Revolution"

Secondary Sources:

-*Yawp*, "The Triumph of the Right"

Primary Sources:

-Young Americans for Freedom, The Sharon Statement (1960)

-Ronald Reagan, "A Time for Choosing" (1964)

-Paul Weyrich, "Building the Moral Majority" (1979)

- Wednesday, April 24 Resisting the Right: Activists Response to HIV/AIDS

-Secondary Sources:

-Douglas Crimp, "Before Occupy: How AIDS Activists Seized Control of the FDA in 1988," *The Atlantic* (December 6, 2011)

-Primary Sources:

-Statement of AIDS Patients before Congress, 1983

-Image Galley from "Read My Lips: Reflections of an Accidental AIDS Activist," *The Atlantic* (December 6, 2011)

Week 15

- Monday, April 29 The Bush and Clinton Years

Secondary Sources:

Yawp, "The Recent Past," Sections: I and II

Primary Sources:

-Paul Lieberman and Dean E. Murphy, "King Case Aftermath: A City in Crisis," *Los Angeles Times* (May 2, 1992)

-Bill Clinton, "Remarks on Signing the North American Free Trade Agreement Act," December 8, 1993

- Wednesday, May 1 America after 9/11

Secondary Sources:

-*Yawp*, "The Recent Past," Sections: III, IV, V, IV, VII, VIII, IX

Primary Sources:

-Excerpt from, George W. Bush, "State of the Union Address," January 29, 2002.

Week 16

- Monday, May 6 Bringing It All Together / Final Exam Review

Reading Days: May 7-8

Final Exam: Monday, May 13, 8:30-11:30 a.m.