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](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](http://blackboard.rutgers.edu).

Assessment
20%  Midterm Exam
20%  Final Exam
5%  Historian’s Assessment
5%  Annotated Bibliography
Reading Responses: Being prepared for class is not just about doing the assigned readings—it is also about thinking deeply about them and coming up with ideas and insights you can share in class. Reflections, based on a template available on Blackboard, will help you gather your thoughts about the assigned readings and will be due every class period. I do not accept late Reflections unless you have an excused absence, but you may skip three without harming your grade. Each reflection will receive either a ✓ for full credit or a ✓ - for half a credit. 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.

Papers: In lieu of a standard history paper, we will be writing “speculative biographies” this semester. Each of you will be assigned a person who lived during the post-World War II period. You will be expected to use your historical research skills to to write a richly, contextualized speculative biography of this person and his or her times. To do this effectively, you will also be expected to turn in a “historical assessment” on your individual and an annotated bibliography. These will all be due through Blackboard/Turnitin. The speculative biographies will be graded on the degree to which you meet deadlines, take care and detail in your work, use information properly to contextualize, craft an analytical argument, use proper citation, and write in an organized, clear fashion. More specific instructions for the paper assignment are available on Blackboard and will be discussed in class.

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](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/](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.”

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/](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](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 compete the Registration form on the ODS website at: [https://webapps.rutgers.edu/student-ods/forms/registration](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 odsnnewark@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)
    - 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)
    - 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:**
  - 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:**
  - 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](https://archive.org/details/fourminutemenofc00unit)

Week 5

• Monday, Feb. 18 Consumerism and Conservatism in the 1920s

  **Secondary Sources:**
  - *Yawp*, “The New Era”

  **Primary Sources:**

• Wednesday, Feb. 20 Life in the Global Depression Decade

  **Secondary Sources:**

  **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:**

  **Primary Sources:**
  - 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)

In-Class Discussion of Speculative Biographies Assignment

Week 7

• Monday, March 4 The Iron Curtain and Anti-Communism
  Secondary Sources
  Yawp: “The Cold War”
  Primary Sources:
  - 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
  Primary Sources:
  - Declaration of Independence of the Democratic Republic of Vietnam (1945)

Due! Historical Assessment for Speculative Biography

Week 8

• Monday, March 11 1950s Conservatism and the “Affluent Society”
  Secondary Sources:
  Primary Sources:
  - Levittown Homeowners Guide
  - 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:
  Primary Sources:
  - Ella Baker, “Bigger Than a Hamburger,” *Southern Patriot* (June 1960) pp 4
  - Fannie Lou Hamer, 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
  Primary Sources:

Week 11

• Monday, April 1 War in Vietnam and the War on Poverty
  Secondary Sources:
  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: 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)
- Wednesday, April 10 We the People: 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:**
  - Redstockings Manifesto (1969)

  **Due! Annotated Bibliographies for Speculative Biographies**

  **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:**
  - 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:**

  **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:**
-Primary Sources:
  -Statement of AIDS Patients before Congress, 1983

**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:**
  **Primary Sources:**

Due! Final Speculative Biographies

**Week 16**

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

**Reading Days: May 7-8**

**Final Exam: Monday, May 13, 3:00-6:00 p.m.**