

Dr. Steven Elliott
Fall 2018
History 201
21:512:201:04
M/W: 4:00-5:20
Room: Life Science Center 103

Office Hours: Tuesdays and Wednesdays by appointment
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History of The United States since 1877

Course Description

This course will cover the origins and development of the United States from pre-contact American civilizations from Reconstruction to the present. We will study topics including the industrialization of the US, the World Wars, Civil Rights Movement, and contemporary issues.

Learning Goals

Through this course, you should be able to:

- Identify sources of historical change and explain cause and effect relationships as they pertain to historical change
- Identify significant events in the development of the United States
- Discuss competing interpretations of major historical events in U.S. history

Texts

Readings, such as scholarly journal articles and primary source excerpts will be available on Blackboard during the semester.

Blackboard

We'll be using the web-based Blackboard course software (<http://blackboard.newark.rutgers.edu>). I will post the syllabus and syllabus updates there, and I'll also post course documents and assignments. Be sure that you have created a Net ID; you'll need it to access the site.

Course Requirements

-Exam One	20%
-Exam Two	20%
-Primary Source Essay	20%
-Reading Responses	15%
-In-class assignments and engagement	15%
-Attendance	10%

Exams – Students will take two exams, one midway through the semester and one at the end of the semester. Exams will evaluate students’ understandings of course concepts. Exams are in essay format. Every student will be expected to provide detailed, complex responses that engage with course readings, primary sources, and lecture materials. Students will be evaluated primarily on the thoroughness of their responses and the clarity of the arguments.

Primary Source Essay- Students will produce one 3-5 page essay that engages with primary sources related to US history. Over the course of the semester, students will learn how to find, interpret, and connect primary sources to ideas covered in readings and lectures. These essays will give students an opportunity to demonstrate their skills as researchers and writers.

Reading Responses- Students will provide a response consisting of a one-paragraph summary of the main readings, not primary sources, a one-paragraph personal reaction, and 2-4 discussion questions related to the assigned readings, to be submitted to blackboard the night BEFORE the readings are due. Students are responsible for **five** of these submissions. At least two must occur before the first exam, and three after. Eligible readings are marked with a “+” in the syllabus.

In-class assignments and engagement- Students are expected to engage in classroom discussions. To give every student an opportunity to participate, most classes will include short written responses to questions related to class materials. Students should be prepared for in-class quizzes periodically to check-in on comprehension and completion of course readings. **Use of phones and laptops for unrelated work will result in loss of engagement credit.**

Attendance

In addition to benefiting you as a student attendance is mandatory. Your course grade will be reduced by a half grade after four unexcused absences and a full grade after six unexcused absences. 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. Attendance will be taken at the BEGINNING of each session, so please arrive by the scheduled time. Two late arrivals (15 minutes after the start of class) are considered an absence. Even if you are absent, you are responsible for all assignments. If you miss class due to illness or emergency, consult another (reliable) student or contact me. You are expected to come to the next class fully caught up on all reading and writing assignments. If you need to leave class early, you are expected to provide notification beforehand, or an explanation as soon as possible afterwards. Early departures will be counted the same as late arrivals.

Academic Integrity, Plagiarism, and Cheating

Integrity is fundamental to the academic enterprise. It is violated by such acts as borrowing or purchasing assignments (including but not limited to term papers, essays, and reports) and other written assignments, using concealed notes or crib sheets during examinations, copying the work of others and submitting it as one’s own, and misappropriating the knowledge of others. The sources from which one derives one’s ideas, statements, terms, and data, including Internet

sources, must be fully and specifically acknowledged in the appropriate form; failure to do so, intentionally or unintentionally, constitutes plagiarism. Violations of academic integrity may result in a lower grade or failure in a course and in disciplinary actions with penalties such as suspension or dismissal from the College. The university's policy on academic integrity is available at:

<http://academicintegrity.rutgers.edu/academic-integrity-policy/>

All students are required to sign the Rutgers Academic Integrity Pledge and 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.”

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 courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information please the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or contact odsnewark@rutgers.edu.

Course Schedule

Week 1

JANUARY 23

Welcome to the class, introduction and orientation

Week 2

JANUARY 28

Defining Themes of US History

JANUARY 30

Immigrants and The Industrial Economy

+Mark Wyman, “Coming and Going, the Round Trip to America”

* “A Slovenian Boy Remembers” (1909); “A Chinese Immigrant Denounces Prejudice” (1882)

Week 3

FEBRUARY 4

Westward Expansion

* “The Homestead Act” (1862); “An Attack on Chinatown” (1885)

FEBRUARY 6

Conservation and Environmentalism in the West

+Patricia Nelson, "The Frontier as a Place of Conquest and conflict"

* Frederick Jackson Turner, "The Frontier Thesis" (1893); "Southern Freedmen Move West" (1885)

Week 4

FEBRUARY 11

Reform, Racism, and Populism

* "W.E.B. DuBois Denounces Compromise" (1893); The Atlanta Exposition Address (1895)

FEBRUARY 13

The Progressive Era

+Bonnie Mitelman, "Rose Schneiderman and the Triangle Fire"

*Theodore Roosevelt, "Message to Congress" (1901); Jane Adams, "The Necessity of Settlement Houses" (1892)

Week 5

FEBRUARY 18

American Empire

+Anders Stephenson, "Global Competition and Manifest Destiny on the Cusp of the Twentieth Century"

*William McKinly "Declaration of War" (1898); Emilio Aguinaldo "Call to Arms" (1899)

FEBRUARY 20

World War I

*Woodrow Wilson, "Declaration of War" (1917); George W. Norris "Opposition to War" (1917)

Week 6

FEBRUARY 25

Women's Suffrage and Prohibition

+Eric Rauchway, "A Distinctive American Progressivism"

*Kelly Miller, "The Risk of Woman Suffrage" (1915); Margaret Sanger, "The Need for Birth Control" (1922)

FEBRUARY 27

The Great Migration

* "The Great Black Migration" (1917); Marcus Garvey, "The Negro's Greatest Enemy" (1923)

Week 7

MARCH 4

Urban Culture in the Jazz Age, review

+Paula S. Fass, "Sex and Youth in the Jazz Age"

*Survey of High School Students (1924); Art Deco Images

MARCH 6
First Exam

Week 8

MARCH 11
The Great Depression and the New Deal
*The Great Depression in Philadelphia (1933); The Okies in California (1939)

MARCH 13
Isolationism, Origins of World War II
+Robert Higgs, "FDR: Opportunistic Architect of Big Government"
*Henry Stimson, "War is an Illegal Thing" (1932); Joseph Grew, "A More Forceful Response to Japan is Needed," (1937)

MARCH 18-22, SPRING BREAK, NO CLASS

Week 9

MARCH 25
World War II in Europe
**"The Atlantic Charter" (1941); "We Never Met Rosie" (1941-45)

MARCH 27
World War II in the Pacific
+Robert James Maddox, "The Biggest Decision: Why We Had to Drop the Atomic Bomb"
*Harry Truman, "The Atomic Bombing of Hiroshima---The Public Explanation" (1945); Karl T. Compton, "If the Atomic Bomb Had Not Been Used" (1946)

Week 10

APRIL 1
The Cold War
*George F. Kennan, "Containment Policy" (1946); Joseph McCarthy, "The Communist Menace" (1950)

APRIL 3
Affluent Society and the 1950s
+Elaine Tyler May, *Homeward Bound* (Excerpts)
**"Report on the Baby boom" (1954); "Urban Renewal in the First Ward" (1953)

Week 11

APRIL 8
The Civil Rights Movement
+John D. Skrentny, "The Minority Rights Revolution"
*Malcolm X, "The Black Revolution" (1964); Martin Luther King Jr. "Letter from a Birmingham Jail," (1963)

APRIL 10

Protest, Riot, and Rebellion

*Gloria Steinem, "Equal Rights for Women," (1970); Phyllis Schlafly "What's Wrong with Equal Rights" (1972)

Week 12

APRIL 15

The Reagan Revolution and the New Right

+Thomas Byrd Edsall, "The Mobilization of American Business"

*Ronald Reagan, "New Economic Policies," 1980; George H.W. Bush, "A Kinder, Gentler America" (1989)

APRIL 17

The Environment and Environmentalism in the Late Twentieth Century

*Richard Nixon, "The Clean Air Act," 1970; Energy Policy Act (2005)

Week 13

APRIL 22

The End of the Cold War and American Hegemony

*Ronald Reagan, "Evil Empire Speech" (1982); George H.W. Bush, "A New World Order," (1990)

APRIL 24

9/11 and the Iraq War

+Bernard Lewis, "Clash of Civilizations"

*George W. Bush, "Address to the Nation," (2001)

Week 14

APRIL 29

The Housing Boom and the Great Recession

*Joel Garreau, "Edge Cities in New Jersey"

MAY 1

The Obama Era and Contemporary Issues

*Barack Obama, "America's Noisy and Messy Politics" (2010); Hillary Clinton, "Presidential Campaign Announcement," (2015)

Week 15

MAY 6

Wrap-up, review, Primary Source Essay Due

FINAL Wednesday May 15, 11:45-2:45