

## US History II (21:512:202) Since 1865

Class Times: Monday 6:00-9:00 pm | Class Location: Hill 101

Instructor: Dr. Matthew Friedman [velomatt@scarletmail.rutgers.edu](mailto:velomatt@scarletmail.rutgers.edu)

Office Hours: Monday, 3:00-5:00 pm

This course will explore the narratives of America following the Civil War: the stories Americans told of themselves, the stories they told of the racial, national and economic "others," as well as the stories the "others" told of America. In discussing how these narratives intersect, interact and sometimes contradict each other, we will discover the richness and complexities of American life in the late-19<sup>th</sup> and 20<sup>th</sup> centuries.

We will focus on a number of themes through an ethical lens; we will discuss the motivations and choices of historical agents, and examine the consequences of their actions, and address the ethical question of responsibility: This course's principal themes are race and legacies of American slavery; the family, gender and sexuality; class, economic growth and the rise of market capitalism; and, above all the negotiation of the idea of "America" in the spaces around geographical, conceptual and cultural frontiers.

### LEARNING OUTCOMES

Students will develop their analytical skills in the written assignments and the class discussions by identifying the course readings' main theses, supporting arguments, evidence, assumptions, and rhetorical strategies.

### READINGS

All readings are available on Blackboard. Readings are divided into two groups: *Primary Documents* and *Articles* – historical essays (secondary sources) that discuss the period under study.

### ASSIGNMENTS

**Attendance:** Attendance is mandatory. Students are expected to attend every class, arrive on-time and stay for the duration of the class. Students may be excused for illness, family emergency and similar extreme situations, and religious observance. Absences for work, job interviews and similar events will not be excused.

Four unexcused absences will result in an automatic failing grade. Students who miss eight or more sessions through *any* combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw from the course.

**Participation:** Everyone is both expected and required to participate in class discussions. The participation grade will reflect the quality and quantity of your participation.

**Papers:** Students will write two short papers on topics to be announced, based on the readings.

**Tests:** Weekly online tests, based on the readings

**Final Exam:** A final exam will be held during the exam period.

Students *must* write the final exam and submit *both papers* to receive a passing grade.

## GRADING

Attendance .....	10%
Participation .....	10%
Papers.....	25%
Tests .....	25%
Final exam.....	30%
<b>TOTAL .....</b>	<b>100%</b>

### **Letter grade equivalents:**

<b>A</b>	>90%
<b>B+</b>	85-90%
<b>B</b>	80-85%
<b>C+</b>	75-80%
<b>C</b>	70-75%
<b>D</b>	60-70%
<b>F</b>	<60%

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every major assignment must include the following phrase: "On my honor, I have neither received nor given any unauthorized assistance on this examination / assignment."

Please familiarize yourself with the university's [Academic Integrity Policy](#).

## ACCOMMODATIONS AND SUPPORT

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

- **Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. In order to receive consideration for reasonable accommodations, a student with a disability must contact ODS, register, have an initial appointment, and provide documentation. Once a student has completed the ODS process (registration, initial appointment, and documentation submitted) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided to the student. The student must give the LOA to each course instructor, followed by a discussion with the instructor. This should be completed as early in the semester as possible as accommodations are not retroactive. More information can be found at [ods.rutgers.edu](http://ods.rutgers.edu). Contact ODS: (973) 353-5375 or [ods@newark.rutgers.edu](mailto:ods@newark.rutgers.edu).
- **Religious Holiday Policy and Accommodations:** Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule. The Division of Student Affairs is available to verify absences for religious observance, as needed: (973) 353-5063 or [DeanofStudents@newark.rutgers.edu](mailto:DeanofStudents@newark.rutgers.edu).
- **Counseling Services:** Counseling Center Room 101, Blumenthal Hall, (973) 353-5805 or <http://counseling.newark.rutgers.edu/>.
- **Students with Temporary Conditions/Injuries:** Students experiencing a temporary condition or injury that is adversely affecting their ability to fully participate in their courses should submit a request for assistance at: <https://temporaryconditions.rutgers.edu>.

- **Students Who are Pregnant:** The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy: (973) 353-1906 or [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu).
- **Gender or Sex-Based Discrimination or Harassment:** Students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, should know that help and support are available. To report an incident, contact the Office of Title IX and ADA Compliance: (973) 353-1906 or [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu). To submit an incident report: [tinyurl.com/RUNReportingForm](http://tinyurl.com/RUNReportingForm). To speak with a staff member who is confidential and does **NOT** have a reporting responsibility, contact the Office for Violence Prevention and Victim Assistance: (973) 353-1918 or [run.vpva@rutgers.edu](mailto:run.vpva@rutgers.edu).

## **CLASS SCHEDULE**

### **27 January – Class 1**

#### **Legacies of Reconstruction**

*Primary Documents:* Elias Hill Testimony and Report of the Joint Committee on Reconstruction  
*Article:* Eric Foner, "Epilogue" in *Reconstruction*.

### **3 February – Class 2**

#### **The West and Modernity**

*Primary Documents:* Richard Watson Gilder, "The White City," Ida B. Wells & F.L. Barnett, *The Reason why the Colored American is not in the World's Columbian Exposition* (selection), Frederick Jackson Turner, "The Significance of the Frontier in American History"  
*Article:* Chapter 8 of William Cronon, *Nature's Metropolis*

### **10 February – Class 3**

#### **Industry and Immigration**

*Primary Documents:* Andrew Carnegie, "The Gospel of Wealth," Gompers, "What Does the Working man Want?" Ellison Durant Smith speech on the 1924 National Origins Act  
*Article:* Lynne Getz, Biological Determinism in the Making of Immigration Policy  
*Film:* Modern Times (1936)

### **17 February – Class 4**

#### **Social Change and Reform Movements**

*Primary Documents:* Frances E.W. Harper, "Enlightened Motherhood," Jane Addams, "Why Women Should Vote," Lincoln Steffens, "The Shame of the Cities"  
*Article:* Estelle B. Freedman, "Sexuality in Nineteenth-Century America: Behavior, Ideology, and Politics," Charles A. Beard, "The Idea of Progress"

### **24 February – Class 5**

#### **Empire and the World**

*Primary Documents:* Theodore Roosevelt, "The Strenuous Life," Emilio Aguinaldo, "True Version of the Philippine Revolution," Woodrow Wilson, Declaration of War Speech, Fourteen Points Speech, Robert LaFollette Anti-War Speech  
*Articles:* Robert Tucker, "A Benediction on the Past: Woodrow Wilson's War Address"

### **2 March – Class 6**

#### **African Americans and the Jazz Age**

*Primary Documents:* Hollace Ransdell ACLU Report on Scottsboro, Poems by Langston Hughes, Bruce Bliven, "Flapper Jane"  
*Articles:* Gregory Holmes Singleton, "Birth, Rebirth, and the 'New Negro' of the 1920s"

#### **Paper #1 Deadline**

### **9 March – Class 7**

#### **The Great Depression and the War**

*Primary Documents:* Franklin Roosevelt, First Inaugural Address, Ellen Woodward, "The Lasting Value of the WPA," Aubrey Williams, "The Problem of Unemployment," F.D. Roosevelt, "Arsenal of Democracy" speech

*Articles:* David M. Kennedy, "What the New Deal Did" Bilge Yesil, "Who Said this is a Man's War?"

### **23 March – Class 8**

#### **Postwar America**

*Primary Documents:* Harry Truman, "Truman Doctrine" speech, George Kennan, the Long Telegram, NSC 68, Joseph McCarthy, Wheeling WV Speech, Willard Waller, "The Coming War on Women"

*Articles:* Walter Lafeber, *America, Russia and the Cold War*, "The 'Different World' of NSC-68," Lisbeth Cohen, *A Consumer's Republic* Chapter 4

### **30 March – Class 9**

#### **Race and the City**

*Primary Documents:* Brown v. Board of Education, James Farmer, "If Not Now, When?" Martin Luther King, "Letter From a Birmingham Jail," Hyman Rodman, "Family and Social Pathology in the Ghetto"

*Articles:* Thomas Sugrue, "Introduction" to *The Origins of the Urban Crisis*

### **6 April – Class 10**

#### **Youth and the Liberal Society**

*Primary Documents:* John W. Aldridge, "in the Country of the Young," Lyndon B. Johnson, "Great Society" Speech, Michael Harrington. "Taking the Great Society Seriously"

*Articles:* George Lipsitz, "Who'll Stop the Rain: Youth Culture, Rock and Roll and Social Crises" Robert M. Collins, "Growth Liberalism in the Sixties"

### **13 April – Class 11**

#### **War and Anti-War**

*Primary Documents:* Tonkin Gulf Resolution, Winter Soldier Investigation excerpt, Allen Ginsburg, *Howl* part I, Students for a Democratic Society, "The Port Huron Statement," Malcolm X, "Ballots or Bullets"

*Articles:* Chester J Pach, jr., "And That's the Way it Was: The Vietnam War on the Network Nightly News"

### **20 April – Class 12**

#### **The 70s and 80s: Social Revolutions**

*Primary Documents:* Lucian Truscott IV, "Gay Power Comes to Sheridan Square," Martha Shelley, "Gay is Good," Fredric Jameson, "Post-Modernism and Consumer Society," American Family Association, "Homosexuality: Exposing the Myths."

*Articles:* Beth Baily, "Prescribing the Pill: Politics Culture and the Sexual Revolution in America's Heartland"

**27 April – Class 13**

**Globalization and Culture Wars**

*Primary Documents:* Ronald Reagan, Candidacy Speech, 13 November 1979, George H.W. Bush, Speech of 12 May 1989, *North American Free Trade Agreement, Preamble and Part I*, The Republican Party, The Contract With America, 1994, Karen Finley, The Constant State of Desire, William H. Honans, "Congressional Anger Threatens Arts Endowment's Budget," *New York Times*, Jun 20, 1989

**Paper #2 Deadline**

**4 May – Class 14**

**9/11 and After**

*Primary Documents:* James Petras, "9/11: One Year of Empire-Building," Ivan Greenberg, "The FBI and the Making of the Terrorist Threat," Naomi Klein, "Occupy Wall Street: The Most Important Thing in the World Now," Raina Kelley, "A Letter to my Son on Election Night," Tanehisi Coates, "Fear of a Black President"

## CITATION FAQ

### What do you need to cite?

Any phrase, sentence or paragraph that you have taken from another source, even if it's a sentence fragment. For example, if you use the phrase "to be or not to be: that is the question," you *must* provide a citation to the relevant page in a published edition of William Shakespeare's play *Hamlet*. As a general rule, if you are using words that someone else wrote, you *must* cite. Failure to do so constitutes plagiarism.

Any information that you found in another source (and isn't common knowledge), even if you paraphrase. For example, if you write something like "almost ten per cent of the adult males in the United States in 1924 were members of the Ku Klux Klan," you have to say where you got that information. If you don't, how do I know that you're not making it up?

As a general rule, you don't have to provide citations for information that we covered in class.

### What happens if you don't cite?

It depends. The highest grade that a term paper without citations will receive is C+. If you quote substantially from another source and do not (a) indicate that it is a quote and (b) indicate *where* the quote came from, I will consider this plagiarism. You will receive a zero (0) on the paper and I will submit it to the Dean's office for review.

If you don't know whether you should cite a passage, quote or information, err on the side of caution and cite it.

### What do you need?

As a general rule, you will need a bibliography page, and footnotes or parenthetical notes in text for all of your references. Please use either the University of Chicago/Turabian citation style or the simplified citation style on the next page.

## SUBMISSION POLICY

All assignments must be submitted to **Turnitin** on Blackboard. No assignments will be accepted after the deadline, *except with prior arrangement*.

Assignments must be typed double-spaced in 12-point Times. You must submit your assignments as Microsoft Word, PDF, RTF, or text files, as **Turnitin** does not accept Apple Pages or Google documents. If you use these applications to produce your assignments, you *must* save them in one of the acceptable formats *before* submission.

## PRIMARY AND SECONDARY SOURCES

Historians refer to primary and secondary sources. A primary source is a document, speech, or other sort of evidence written, created or otherwise produced during the time under study, or by a participant. Primary sources offer an inside view of a particular event. Secondary sources provide interpretation and analysis of primary sources. Secondary sources are usually (though not always) written by professional historians and are one step removed from the original event.

## **Citation Basics**

As a rule, historians cite sources according to the University of Chicago style. If you plan to pursue further studies in history, you will find it advisable to acquire *A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition: Chicago Style for Students and Researchers* by Kate L. Turabian. For the purposes of this course, you may use the simplified guide below.

### **Book**

#### **Bibliography:**

Lears, Jackson. *Rebirth of a Nation: The Making of Modern America, 1877-1920*. New York: Harper Perennial, 2009.

#### **Footnote First Reference:**

Jackson Lears, *Rebirth of a Nation: The Making of Modern America, 1877-1920* (New York: Harper Perennial, 2009), 236.

#### **Footnote Subsequent References:**

Lears, 113.

Lears, *Rebirth of a Nation*, 113. (If you cite more than one work by this author.)

**Parenthetical Reference:** (Lears, 236)

**Parenthetical Reference (if you use more than one source by this author):** (Lears 2009, 236)

### **Periodical Article**

#### **Bibliography:**

Rosenfeld, Sophia. "On Being Heard: A Case for Paying Attention to the Historical Ear." *The American Historical Review* 116 (April 2011): 316-334.

*Note that you include the volume number of the journal or publication following the title. Omit it if it is not known.*

#### **Footnote First Reference:**

Sophia Rosenfeld, "On Being Heard: A Case for Paying Attention to the Historical Ear," *The American Historical Review* 116, April 2011, 317.

#### **Footnote Subsequent References:**

Rosenfeld, 318.

Rosenfeld, "On Being Heard," 320.

**Parenthetical Reference:** As with books.