
Center for Urban/Public Service 104
Monday/Wednesday, 4:00-5:20 p.m.

512:202:03

Development of the United States II, 1877-present

Instructor: Christopher Mitchell
christopher.adam.mitchell@gmail.com
Office: Conklin Hall 337
Office Hours: Monday, 3:00-4:00 p.m. and
by appointment

Course description

Leading questions and learning outcomes. How do we even begin to understand a broadly defined topic so open to varied and contesting interpretations as a “History of the United States from 1877 to the present”? Should we focus on the histories of elected officials and political elites, institutions and bureaucracies, the expansion (and contraction) of political rights, and other facets of the political process? What about the importance of ideas, arts, national culture, technology, mass communications, popular culture, and the various sub-cultural strains of a plural society? How important are the environment, epidemiology, pollution, and the management of natural resources to this history? How do we understand the changing dynamics of power, citizenship, and rights in a state built on the historical foundations of white supremacy, male domination, colonization, racial slavery, the dynamic of immigration and nativism, and heterosexual and cisgender privilege? To what extent is the history of the U.S. since 1877 a history of imperialism, military intervention, and global hegemony; or, as presidents from McKinley to Obama have argued, is the United States a unique evangelist of “freedom” in a global order? Should we consider the histories of industrial and financial capitalism, the ascendance of the corporation and labor unions, and the domination of global economic networks?

To what extent do these themes overlap and inform one another, thwarting our attempt to isolate and reduce these themes to discrete sub-disciplines or genres of historical inquiry like **political history**, **cultural history**, **social history**, **diplomatic history**, and **economic history**? What about more recent interdisciplinary and post-disciplinary scholarship under the broad heading of **cultural studies**, such as **women’s**, **gender**, and **sexuality studies**; **American studies**; or **African-American**, **Africana**, **Asian-American**, **Chicana/o**, **Latina/o**, **Jewish**, and other so-called “**ethnic studies**” of the relationship between race/ethnicity and identity? How can we better understand a “History of the United States from 1865 to the present” through the use of concepts and methods of sub-disciplinary forms of historical study as well as cultural studies in order to specify, clarify, and ultimately make the best use of the past?

In this course, we will take up these questions and their broader implications through close analysis of **primary sources**, secondary writing that critically interprets and reinterprets history (**historiography**), and active engagement in the lectures that frame and contextualize the course materials in a broader synthesis of global history. The most important task of this

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course is to carefully consider the evidence of primary sources and to critically engage the historical interpretations presented to you through readings and lecture. *History is not an assemblage of dead facts; history is a lively and contested discussion that exposes our relationship with the past and attempts to understand the past on its own terms.*

Course organization and approach to United States History. Chronologically, this course surveys the history of the United States from the Compromise of 1877, which effectively ended the Reconstruction of the post-bellum South and commenced the long “Jim Crow” era, until the present era, marked by the on-going wars in Iraq and Afghanistan, the “Great Recession,” and the election of the country’s first African-American president, Barack Obama. The course is divided chronologically into three broad units of study. Covering the period from roughly 1877 to 1920, the **first unit** of study examines the era of Jim Crow and the early struggle against racial violence, the last of the “Indian Wars” and the end of American Indian sovereignty in the western U.S., the immigration-fueled growth of the industrial economy and labor politics, women’s activism and the Woman Suffrage movement, the making of the modern regulatory state during the Progressive Era, the technological emergence of mass culture (film and radio), U.S. military and colonial expansion into the Caribbean and the Pacific, and the First World War. In the **second unit** of study, covering the period from roughly 1920-1945, we will discuss the ascendance of mass communication and mass culture during the Jazz Age, the Great Depression, the Second World War, and the contested claim to post-war hegemony. The **third unit**, covering the period from roughly 1945 to the present, assesses the “Red Scare” and the Cold War, the resurgence of the cult of domesticity in the fifties, the New Left and the ascendance of the Counter-Culture, the Vietnam War, the African-American Civil Rights Movement, the Sexual Revolution, Women’s and Gay Liberation, the Conservative Counter-Revolution and the “Culture Wars”, the end of the Cold War, and the global “War on Terror.”

In addition to discussing periods and events in United States history, we will also discuss historical categories of a) **broad socio-political organization** like the nation-state, electoral and judiciary processes, bureaucracy and other institutions, the military, international diplomacy, social movements, and domestic and public economies; b) of **knowledge and cultural expression** like ideologies, philosophical concepts, scientific knowledge, literature, visual art, films, architecture, and music; and c) of **social hierarchies** like race, ethnicity, class, religion, gender identity, erotic desire, and dis/ability. Students should also be mindful of less obvious categories of historical analysis, particularly the assumed division between the “human” and “natural” environment; the use and distribution of natural resources; as well as human embodiment, epidemiology, and ecology.

Required text

Used and discounted editions are available at New Jersey Books, 167 University Avenue in Newark, and students are strongly encouraged to patronize this independent business, which has been an integral part of our campus community for more than forty years. Full-priced editions are available at the on-campus bookstore, Barnes & Noble at Bradley Hall 110. Students may also wish to purchase the book electronically, available for \$9.99 on both the Kindle and iBooks on-line bookstores. All other textbooks will be available via the course Blackboard page. **Please note that because students will have different editions, the course calendar will list the readings for *Standing at Armageddon* solely by chapter title. Nonetheless, students must include page or, if using e-books, location numbers on all written assignments.**

Nell Irvin Painter. *Standing at Armageddon: A Grassroots History of the Progressive Era*. New York: W.W. Norton & Co., 2008.

Classroom policies

Attendance and absences. **Attendance is mandatory.** The instructor will use lecture time to contextualize and explain readings. Many lectures will introduce students to film clips, images, music, and other primary source media that cannot be obtained outside of class. Occasional illness (including illness of a child, parent, or other dependent), serious injury, transportation delays, and bereavement are inevitable. **However, it is not the instructor's responsibility to "catch you up." If you must miss a class meeting, please assume personal responsibility for work missed. Exchange contact information with a classmate to help you keep up with your lectures.** Given the time constraints and other classmates' needs, students should not expect the instructor to repeat or summarize a lecture via e-mail or during office hours.

Be on time. Students who are late will be documented. **Students will receive an unexcused absence for every four documented instances of tardiness.** Students who are more than half an hour late to class will be marked absent. Tardiness will only be excused with proper documentation.

Stay the entire time. The instructor will mark as absent all students who leave the class and do not return before its conclusion. Students who do so may only be excused in case of a medical emergency or with proper documentation.

The instructor will only excuse absences with proper documentation, and all students who miss classes must meet with the instructor during office hours in order to receive an excuse regardless of documentation. Students who simply e-mail the instructor or provide no documentation will not be excused. Furthermore, students will lose half a letter grade (5 percentage points) of their FINAL COURSE GRADE after the fourth unexcused absence. Students who miss more than eight classes through any combination of excused or unexcused absences will not earn credit for the course. Such students should withdraw from the course.

E-management and organization. Students must participate in all aspects of the course, including Blackboard assignments. Students must have a working Rutgers username and password, as well as the coordination of e-mail and Blackboard usage. The instructor will frequently send e-mail reminders and assign material on Blackboard. **Students are responsible for keeping up with and contributing to any on-line components of the class. If students have e-management issues, students should immediately contact the Newark Computing Services Help Desk, located in Hill Hall 109 at 973-353-5083. In order to ensure a prompt response from the instructor, please familiarize yourself with the document, *FAQs about E-mails and Instructor Availability*, located on the Syllabus and Course Information Page.**

Student conduct. Please be respectful of your peers, your instructor, and the university setting. Students will be asked to leave the class for the following reasons: cell phone use and texting during class (except for students with children and/or other dependents), using laptops to surf social media and other irrelevant websites, sleeping in class, persistently talking or whispering while the instructor or other students are speaking, blatant disruptions, and ad hominem attacks on other students or the instructor, including attacks couched in racism, sexism, transphobia, homophobia, discrimination based on ability, and religious intolerance. Such students will be marked absent for the day and will not be allowed to return until they have visited with the instructor during office hours. **Students who wish to use their laptops in class must sit in the first three rows of class.**

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Course readings. Students must complete the readings before each class meeting, prepared to bring questions and comments for class. Students must purchase or otherwise obtain copies of the required texts. All other texts will be available on the course blackboard page. **Students are required to bring the readings to class in order to reference page numbers and other references to the readings in lectures.** Students will read an average of 40-45 pages per class meeting. Although on a handful of days we will exceed that limit, many days will consist of only 15-20 pages of readings. Some students may find the amount of reading difficult, and such students should make plans to dedicate extra hours in order to successfully complete the course readings. **The instructor suggests that students schedule or otherwise dedicate 3-6 class hours per week reading and studying for this course. The instructor expects students to complete all the assigned readings *before* the date they appear on the calendar, and students should expect the instructor to call on them and ask questions about the readings at any time. In addition to the readings listed on the course calendar, students are responsible for reading all supplemental materials, including the syllabus, the writing guide, and all prompts.**

Late policy. All late work submitted without a documented excuse will be assessed a **50 point penalty**.

Course requirements

Quizzes and Take-Home Assignments (25%). The instructor will periodically test the reading comprehension of students through a combination of short written exercises assigned the previous class period, Blackboard reading quizzes, as well as unannounced, in-class quizzes. For short written assignments, students will be given a prompt at least one full class period before the assignment is due. Such assignments will generally not exceed 380 words (approximately one page), although some assignments may ask you to write more for assignments that count twice. Students should expect to complete a quiz or take-home written assignment about once a week.

Mid-term Examination (20%). Students will complete a take-home mid-term examination on Unit 1, due no later than 11:59 p.m. on **March 6**.

Historiographical Essay (25%). Students will complete a historiographical essay consisting of no fewer than 1,500 words, the detailed prompt of which is currently available on Blackboard on the Syllabus and Course Information page. Students are encouraged to begin work on the historiographical paper as soon as possible. **Historiographical essays are due to Blackboard no later than 11:59 p.m. on May 1.**

Final Examination (30%). Students will complete an in-class final examination on Units 2 and 3, time and date to be announced.

Grading rubric and assessment policy

Grading policies. Students are entitled to clear grading criteria and relatively prompt assessments from the instructor. In most cases, students will receive graded feedback on Blackboard.

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On major assignments (the historiographical paper and take-home portions of exams), students will receive detailed rubric in order to ensure objective grading standards. However, on shorter quizzes, the following guidelines should provide students with criteria for assessment:

A (90-100)/Superior: Superior work includes detailed and rich examples from the readings and lectures, including specific dates as well as names of people, places, things, and ideas. Such work makes good use of the readings by drawing examples from multiple (three or more) places in the readings and cites the work using page or location numbers. Superior work typically focuses on analyzing or evaluating, rather than describing and summarizing primary and secondary sources. Formally, superior work reflects the highest standards of college-level writing, including appropriate word choices, proper spelling and grammar, as well as the organization of ideas into paragraphs and clear, concise introductions and conclusions.

B (80-89)/Excellent: Excellent work includes detailed examples from the readings and lectures, including specific dates as well as names of people, places, things, and ideas. Such work makes good use of the readings by drawing examples from at least two distinct places in the readings and cites the work using page or location numbers. Such work often attempts analysis and upper-level evaluation, but succeeds more as a description or summary of the arguments presented by the author. Formally, excellent work reflects medium standards of college-level writing, including mostly appropriate word choices, mostly proper spelling and grammar, as well as an attempt to organize ideas into paragraphs and the inclusion of clear, concise introductions and conclusions.

C (70-79)/Fair: Fair work includes less detailed examples from the readings and lectures, including general dates as well as names of people, places, things, and ideas. Fair work makes adequate use of the readings by drawing at least one specific example from the reading or lectures. Such work successfully describes or summarizes main ideas and arguments but fails to offer a higher-level analysis or evaluation of the work. Formally, fair work reflects basic standards of college-level writing, with generally appropriate word choices, adequate spelling and grammar, and generally less organized paragraphs and/or less than clear introductions and conclusions.

D (60-69)/Less than adequate: Less than adequate work fails to provide details beyond generalities and vague outlines, often glossing over chronology and names of people, places, things, and ideas. Less than adequate work generally fails to demonstrate familiarity with the readings or lectures, and fails to offer more than summary. Formally, less than adequate work often fails to meet the standards of college-level writing, lacking appropriate word choices, poor spelling and frequent grammatical errors (like incomplete sentences), and disorganized writing.

F (0-59)/Poor work: Poor work fails to provide significant levels of detail. Poor work demonstrates a complete lack of familiarity with reading and lecture materials. Formally, poor work fails to meet the basic requirements of writing, including a failure to write in complete sentences, inadequate word choices, frequent misspellings, and grammatical errors.

****Students who frequently earn less than adequate or poor ratings (or D/F grades) on their work should seek assistance immediately in office hours as well as at the Rutgers-Newark Learning Center, located in 140 Bradley Hall (<http://www.ncas.rutgers.edu/rlc>).**

Statement on Plagiarism and Academic Dishonesty

Any student who commits plagiarism or academic dishonesty will be asked to withdraw from the course. Violations will be reported to the appropriate university authorities and may result in further disciplinary action. Academic dishonesty includes unauthorized collaboration on homework assignments and, of course, cheating on in-class assignments.

All work submitted for grading must include the University's honor pledge and the student's signature. *"On my honor, I have neither given nor received unauthorized assistance on this assignment."*

From the University's Policy on Academic Integrity for Undergraduate and Graduate Students

"Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgment is required when material from another source stored in print, electronic or other medium is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge such as names of leaders of prominent nations, basic scientific laws, etc, need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged.

In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any questions about what constitutes plagiarism should be discussed with the faculty member."

Calendar of Lectures and Readings

Unit 1: Conflict and Consensus in the Second Industrial Revolution: Peril and Promise in the Populist and Progressive Eras, 1877-1920

Week 1

January 21 Introduction to U.S. History II: Historical Context, Practices and Course Theme
Reading: Eric Foner, 1) "Who is an American?" and 2) "Blacks and the U.S. Constitution" from *Who Owns History?:* 149-166; 167-188

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Week 2

- January 26 Losing the West: A Case Study of the Lakota
Reading: Robert W. Larson, 1) "Part I: Red Cloud: The Warrior Years" and 2) "Part II: Red Cloud: The Reservation Years" in *Montana: The Magazine of Western History* 47, No. 1, 2 (1997): 22-31 and 14-25
- January 28 Closing the Frontier: Frederick Jackson Turner and National Visions of the U.S. Past, Present, and Future
Reading: 1) Frederick Jackson Turner, "The Significance of the Frontier in American History;" 2) William Cronon, "Revisiting the Vanishing Frontier: The Legacy of Frederick Jackson Turner," *The Western Historical Quarterly* 18, No. 2 (1987): 157-176.

Week 3

- February 2 Rebuilding the Nation: Political, Cultural, and Socioeconomic Consolidation after War and Reconstruction
Reading: Painter, "Preface," "Introduction," and "Chapter 1: The Tocsin Sounds" in *Standing at Armageddon*
- February 4 Labor Activism and Labor Unrest: From Sectional to Class Conflict
Reading: Painter, "Chapter 2: The Great Upheaval"

Week 4

- February 9 Capitalism and Its Discontents: Power and Resentment in the "Gilded Age"
Reading: Painter, "Chapter 3: Remedies"
- February 11 Capitalism and Catastrophe: The Fall-out of Depression
Reading: Painter, "Chapter 4: The Depression of the 1890s"

Week 5

- February 16 American Empire: "Civilization," Race, and Imperialist Expansion
Reading: Painter, "Chapter 5: The White Man's Burden"
- February 18 The "Full Dinner Pail": The Politics of Prosperity at the Turn-of-the-Century
Reading: Painter, "Chapter 6: Prosperity"

Week 6

- February 23 Progressivism and Citizenship: Gender, Race, and Struggles for Political and Civil Rights
Reading: 1) Painter, "Chapter 7: Race and Disfranchisement" and "Chapter 8: Woman Suffrage and Women Workers;" 2) Ida B. Wells-Barnett, "Southern Lynching and Its Horrors" [excerpt]
- February 25 The Progressive Era State: Social and Military Interventions
Reading: Painter, "Chapter 9: The Progressive Era" and "Chapter 10: Wars"

Week 7

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March 2 Entangled and Entangling Alliances: Global Warfare and the Making of U.S. Hegemony in the Twentieth Century
Reading: Painter, "Chapter 11: The European War Takes Over"

March 4 A Paranoid Return to Normalcy: The Post-War Politics of Reaction
Reading: Painter, "Chapter 12: The Great Unrest" and "Epilogue"

March 6 *Mid-term examination due*

Unit 2: The Politics of Crisis Management: U.S. State and Society from the "Roaring '20s" to the New Deal and World War

Week 8

March 9 Prohibition as Sexual Revolution: The Criminalization and Transformation of Everyday Life
Reading: 1) Mary Murphy, "Bootlegging Mothers and Drinking Daughters: Gender and Prohibition in Butte, Montana," *American Quarterly* (1994): 174-194; 2) Kevin Mumford, "Homosex Changes: Race, Cultural Geography, and the Emergence of the Gay," *American Quarterly* 48:3 (1996): 395-414

March 11 The Great Migration, the Harlem "Renaissance," and the Transformation of African-American Culture and Politics in the 1920s and 1930s
Reading: 1) Carter G. Woodson, "The Migration of the Talented Tenth;" 2) Marcus Garvey, "Africa for Africans" and "Liberty Hall Emancipation Day Speech;" 3) Elise Johnson McDouglad, "The Task of Negro Womanhood;" 4) Zora Neale Hurston, *Dust Tracks on a Road* (excerpt); 5) Langston Hughes, *The Big Sea* [excerpt]; and 6) Claude McKay, "Harlem Runs Wild" from *The Portable Harlem Renaissance Reader*

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Week 9

March 23 The Dust Bowl and Agrarian Depression in the 1930s
Reading: 1) Linda Gordon, "Dorothea Lange: The Photographer as Agricultural Sociologist," *Journal of American History* 93:3 (2006): 698- 727; 2) Mark Naison, "Black Agrarian Radicalism in the Great Depression: The Threads of a Lost Tradition," *Journal of Ethnic Studies*: 47-65

March 25 The Great Depression and State Rejuvenation: Making the New Deal Coalition
Reading: John A. Garraty, "The New Deal, National Socialism, and the Great Depression," in *American Historical Review* 78, No. 4 (1973): 907-944

Week 10

March 30 Mobilizations: Transforming Gender and Sexuality in World War II
Reading: 1) Allan Bérubè, "Marching to the Beat of a Different Drummer" in *Hidden from History*: 383-394; 2) Leisa D. Meyer, "Creating G.I. Jane: The Regulation of Sexuality and Sexual Behavior in the Women's Army Corps during World War II"

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Unit 3: From the Cold War State and Post-War Prosperity to the New Gilded Age and the War on Terror

April 1 The Age of Anxiety: The Political Culture of the Cold War
 Reading: K.A. Cuordileone, "'Politics in an Age of Anxiety': Cold War Political Culture and the Crisis in American Masculinity, 1949-1960," *Journal of American History* 87, No. 2 (2000): 515-545.

Week 11

April 6 Responses to White Supremacy: African-American Resistance and Civil Rights Resurgence
 Reading: 1) Clenora Hudson-Weems, "Resurrecting Emmett Till: The Catalyst of the Modern Civil Rights Movement," *Journal of Black Studies* 29:2 (1998): 179-188; 2) Harding, et al., "Awakenings" from *The Eyes on the Prize*: 35-60; 3) Barbara McCaskill, "From Emmett Till to Trayvon Martin: How Black Women Turn Grief into Action" in *Ms. Magazine* (April 3, 2012)

April 8 Racial Terror and Civil Rights: The Black Freedom Movement, the Franchise, and the Voting Rights Act of 1965
 Reading: 1) Janice D. Hamlet, "Fannie Lou Hamer: The Unquenchable Spirit of the Civil Rights Movement," *Journal of Black Studies* 26:5 (1996): 560-576; 2) Garrow, et al., "Bridge to Freedom" from *The Eyes on the Prize*: 204-227

Week 12 *****Please note that the relatively heavy reading load this week. Since we will be viewing a film from the previous class, students are encouraged to begin reading for this week during Week 11.***

April 13 The Vietnam Conflict, the Cold War Politics of Mass Destruction, and the Moral Crisis of War
 Reading: Kendrick Oliver, "Towards a New Moral History of the Vietnam War?" *The Historical Journal* 47, No. 3 (2004): 757-774
 Film: "My Lai" (dir. Goodman, 2010)

April 15 Contested Liberation for All: Chicacana/o Farmworkers, the American Indian Movement, the Asian-American Student Movement, and the Young Lords
 Reading: 1) Vine Deloria, Jr., "The Red and the Black" from *Custer Died for Your Sins*; 2) The Young Lord's "Statement on Women;" 3) William Wei, "Origins of the Movement," from *The Asian American Movement*: 11-43; 4) Luis Valdez, "Las Dos Caras del Patroncito"

Week 13

April 20 Sexual Revolutions: Women's and Gay Liberation
 Reading: 1) Shirley Chisholm, "For the Equal Rights Amendment;" 2) J. Zeitz, "Rejecting the Center: Radical Grassroots Politics in the 1970s—Second-Wave Feminism as a Case Study," *Journal of Contemporary History* 43, No. 4 (2008): 673-688; 3) Jeffrey Escoffier, "The Political Economy of the Closet," from *American Homo*: 65-

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78; 4) Charles Nero, "Why are the gay ghettos white?" from *Black Queer Studies*: 228-245

April 22 Nixon Shock: Secret Wars, Domestic Espionage, and the Crisis of American Democracy
1) Richard Nixon, Resignation Speech; 2) Barbara Jordan, Statement on the Articles of Impeachment; 3) Meg Jacobs, "The Conservative Struggle and the Energy Crisis," in *Rightward Bound*: 193-209

Week 14

April 27 Liberation, Liberalization, or Stagnation?: Debating the Legacy of the 1970s
1) Jimmy Carter, "Crisis of Confidence" speech; 2) Charles S. Maier, "'Malaise': The Crisis of Confidence in the 1970s" from *The Shock of the Global*: 25-48

April 29 Morning in America"/Mourning in America: Debating the Legacy of Ronald Reagan, the Conservative Revolution, and the Culture Wars
Reading: 1) Essex Hemphill, "Miss Emily's Grandson Won't Hush His Mouth;" 2) Ronald Reagan, Remarks to the National Association of Evangelicals, "Evil Empire" Speech (1983); 3) Michael Rogin, "'Make My Day!': Spectacle as Amnesia in Imperial Politics," *Representations* 29 (1990): 99-123; 4) Maxine Wolfe, "AIDS and Politics: The Transformation of Our Movement;" 5) Patrick J. Buchanan, Keynote to the Republican National Convention (1992)

May 1 *Historiographical Essay Due*

Week 15

May 4 The "End of History"?: The Contested Meanings of Freedom, Cultural Warfare at Home, and Military Intervention Abroad from the End of the Cold War to the Global "War on Terror"
Reading: 1) George H.W. Bush, Public Announcement on Kuwait "This Aggression ... Will Not Stand," (1990); 2) Hilary Rodham Clinton, "Women's Rights are Human Rights;" 3) Mahmood Mamdani, "Good Muslim, Bad Muslim: A Political Perspective on Culture and Terrorism," *American Anthropologist* 104:3 (2002): 766-775; 4) Melani McAlister, "A Cultural History of the War without End," *JAH* 89:2 (2002): 439-455; 5) Condoleezza Rice, "The President's National Security Strategy;" 6) Barack Obama, Second Inaugural Address

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FINAL EXAMINATION, TBD