

US History II (21:512:202:H5): Syllabus

07147

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Instructor information

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Office hours

Monday/Wednesday: 3-5 p.m. and by appointment

Required readings

Nell Irvin Painter, *Standing at Armageddon: A Grassroots History of the Progressive Era* (WW Norton & Co., 2008)

Barbara Ransby, *Ella Baker and the Black Freedom Movement: A Radical Democratic Vision* (University of North Carolina Press, 2005)

**E-book versions strongly recommended. Other readings will be posted to Canvas.

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 1865 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 1865 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 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.*

Learning outcomes

By the end of this course, students will be able to

- identify, note and detail important facts from historical reading, including chronologies as well as names of historically significant actors, ideas and concepts, cultural artifacts, geographical locations, and significant events
- distinguish between primary sources and the historiography (or secondary sources), and apply those concepts to various readings in the class
- analyze primary sources and evaluate historical claims

Students will also acquire some of the following academic skills:

- how to establish objective criteria for defining the historical facts using a collaborative Wiki
- how to engage classmates in critical discussions of historical material in a digital environment using Canvas features like Discussion Board and Voice Thread
- how to develop and write a brief paper that evaluates the argument and evidence presented by a major historical work
- how to complicate simplistic historical narratives by presenting historical information analytically as well as descriptively on shorter written assignments and an essay-based comprehensive examination

Accommodation and Support Statement

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

For Individuals with Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to [University Policy 10.2.7](#) for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link:
<https://temporaryconditions.rutgers.edu>.

For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship

Violence, Stalking and Related Misconduct located at <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.

For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a **confidential resource** and does *not* have an obligation to report information to the University's Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out *TAO at Rutgers-Newark* for an easy, web-based approach to self-care and support: <https://tinyurl.com/RUN-TAO>.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

Name and gender pronoun

This class affirms all forms of gender expression and identity. If class members prefer to be called a different name than what is on the class roster, please let the instructor know. Class members should feel safe to correct the instructor or any member of the class on names or gender pronouns, or if class members do not wish to use a gender pronoun. Class members who have any questions or concerns should not hesitate to contact the instructor.

Libraries and learning centers

Rutgers University Libraries

The most important resource at Rutgers is the University library system, which can be accessed at libraries.rutgers.edu. Many resources from the library may be directly accessed on-line, including most of the University's scholarly journals, books, reference guides, music, visual materials, and films. This class will make extensive use of the library's resources and students are encouraged to explore the library website. In addition, Rutgers-Newark has a library location at the John Cotton Dana Library on the main campus, which also houses the Institute of Jazz Archives. When the Dana Library is open during regular school hours, class members can contact the front help desk at (973)353-5901.

The Writing Center

The Writing Center (<http://www.ncas.rutgers.edu/writingcenter>), located in Room 126 of Conklin Hall, offers writing tutoring and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers-Newark campus. Their tutors work to help students become more independent readers and writers capable of responding well to the demands of writing within the university. The Writing Center is available to them free of charge and encourage them to take advantage of their services to strengthen their reading, writing, and research skills.

The Learning Center

The Learning Center (<https://myrun.newark.rutgers.edu/learning-center>) located in Room 140 of Bradley Hall, provides tutoring services for a range of subjects in either small groups or one-on-one. Our tutors are successful undergraduates who are trained to clarify important concepts with the understanding that everyone can learn and improve given sufficient time, attention, and encouragement. To properly benefit from tutoring, the Learning Center requires students to come prepared to engage in tutoring sessions as an active participant, having attended class, read the required textbook or readings, taken and reviewed their notes, and attempted their assignments. The Learning Center also hosts a series of workshops over the course of the semester on a range of success topics each semester and provides academic coaching sessions where a learning specialist helps students identify areas for improvement and select from a range of possible solutions. Then the specialist provides feedback over time until student performance improves.

Statement on academic honesty and plagiarism

Plagiarism will not be accepted. Students will submit all electronic work to Canvas through Turnitin or SafeAssign, and students must sign the University honor pledge when submitting any assignments. Any student who commits plagiarism or other acts of academic dishonesty will be investigated by the Office of Academic Integrity, and may result in further disciplinary action. Academic dishonesty includes unauthorized collaboration on homework assignments and, of course, cheating on in-class assignments.

Assignments must include the following pledge: **“On my honor, I have neither received nor given any unauthorized assistance on this examination / 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.”

Classroom policies

Attendance

Class members should log in at least once each weekday to ensure their connection to Canvas discussion boards and other collaborative assignments. Participation in wiki, discussion board, and other collaborative activities may be used to account for attendance in on-line courses. Class members should do this even if the course is asynchronous, or organized with no set time. If on-line classes or sessions are scheduled synchronously, then pay attention to when log in times are required.

Absences and documented excuses

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 class members must miss a class meeting, please assume personal responsibility for work missed. Exchange contact information with classmates to help keep up with lectures or discussions missed. **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.**

The instructor can only excuse absences with proper documentation, and all students who miss classes should email or meet with the instructor briefly before class in order to receive an excuse. Proper documentation should be dated and include a signature. Proper documentation includes physician or medical care provider notes (including for sick children and dependents), court documents, obituaries, and formal requests from administration or faculty. Students who miss more than a day of classes are strongly encouraged to self report their absences at the following website: <https://sims.rutgers.edu/ssra/>. In addition, students with extended absences (longer than two weeks) should notify the Dean of Students at Rutgers-Newark. University policy stipulates that work scheduling conflicts and family vacations will not be excused. Students who simply e-mail the instructor without documentation, or who fail to follow up with documentation will not be excused.

Class members will be required to check in on discussion board and other collaborative assignments where attendance can be noted. Failure to do so may result in an undocumented absence. Department policy maintains that students are permitted four unexcused absences, after which they will begin to lose 5 percentage points of their final grade. Students with more than eight absences should withdraw from the course.

E-management and organization

Students must participate in all aspects of the course, including Canvas assignments. Students must also regularly check their email to attend to any class-related business over the course of the session. The digital classroom requires continual electronic communication between instructor and student, and failure to communicate regularly via email will not count as an excuse for missed/late assignments or disorganization. Class members must have a working RUID and password, as well as coordination of email and Canvas. *The instructor is not*

responsible for registering individual students for a username or gaining access to Canvas, and students are responsible for any and all material and instructions posted on Canvas regardless.

Student conduct on-line

Please be respectful of other class members, the instructor, the classroom community, and the university setting. The classroom community will not tolerate ad hominem attacks on other class members or the instructor, including attacks couched in racism, sexism, transphobia, homophobia, discrimination based on ability, and religious intolerance. Class members who are severely disruptive may be asked to leave the forum; such students will be marked absent for the day and may lose credit in more substantive ways.

Late work

Late work will be accepted, so students should not email the instructor to ask if they can submit work late. However, work submitted late without a documented excuse will be penalized 10% per class day late. Work submitted after five days will not be penalized more than 50%, but 50% represents the highest amount of credit students can earn after five days.

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 Canvas page. **Students are required to bring the readings to class in order to reference page numbers and other references to the readings in podcasts.** This is an intensive summer course of study, and students will read an average of 30-40 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. Again, this is a summer course, and the amount of reading we will cover in six weeks is ordinarily covered in about three months during a regular semester, so please plan study time accordingly. **The University and the instructor suggest that students schedule or otherwise dedicate 5-10 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 found on Canvas.**

Course work

Class wiki (20%). The class wiki is a collaborative project that students will contribute to at least twice a week. The class wiki meets our knowledge-based learning goals by providing students with the opportunity to collaboratively note important people, events, and key terms by providing references to readings and *verified* external sources. For example, you might write or contribute to an entry on Ida B. Wells, the Kent State Shootings, or Liberalism.

Voicethread primary source analysis (20%). Each week, a visual or audio primary source will be posted to Canvas using Voicethread. Voicethread allows students to record comments after viewing an image or listening to a clip. Voicethread assignments address the conceptual learning outcomes by exploring the relationship between historical arguments and primary sources. Students will be asked to analyze the primary source in the context of what they have learned each week. In many cases, class members will have the opportunity to look at some of the primary sources from the readings in greater depth in order to think about the relationship between historical arguments and the interpretation of primary source evidence.

Discussion Board (20%). Each week, a discussion board assignment will organize and synthesize the readings into a class-wide conversation. The discussion board meets the course's critical learning outcomes by prompting students to raise questions and comments about the readings, how they fit together, and how we might use them to think about the historical events and actors described and explained in our readings.

Historiographical essay (15%). Students will complete a historiographical essay consisting of no fewer than 1,200 words, a more detailed prompt of which will be made available on Canvas. Historiographical essays will examine at least one of the required books for this class (Painter, *Standing at Armageddon* or Ransby, *Ella Baker and the Black Freedom Movement*). The essay will be due on **Wednesday, August 11**, no later than 11:59 p.m.

Final examination (25%). Students will complete and submit a comprehensive final examination on **Wednesday, August 18**, no later than 11:59 p.m.

Grade scale (for grades submitted to transcripts):

- A: 89.5-100
- B+: 85-89.4
- B: 79.5-84.9
- C+: 75-79.4
- C: 69.5-74.9
- D: 59.5-69.4
- F: 0-59.4

Calendar of readings and assignments

The calendar is organized into weekly modules.

- Each Sunday during the day or evening your reading materials for the week will be posted, and your presentations will be posted beginning on Monday of each week. Your materials each week will include: 1) readings on Canvas, 2) readings from the assigned textbooks (Taylor or White), 3) presentations (podcasts, lectures, and other media), and on some weeks 4) library media. Complete the readings on your own time, or as per the instructions for assignments and presentations.
- Each Monday morning you will receive announcements of the week's assignments and expectations.
- Each Monday and Tuesday assessments of the previous week's course work will be conducted.
- ***Assignments will be due every Saturday no later than 11:59 p.m. unless otherwise specified on the syllabus or on Canvas.***

Week 1: July 12-July 18

Course readings and materials

Canvas readings	Primary source documents: 1) Frederick Jackson Turner, "The Significance of the Frontier in American History" Primary source documents and essays: "Reconstruction" Secondary source: David Treuer, <i>The Heartbeat of Wounded Knee</i> (excerpt)
Textbook reading	Painter, <i>Standing at Armageddon</i> , Introduction, Chapters 1-3 (all)
Library media	Film: "The Ghost Dance" on American History in Video Database (libraries.rutgers.edu)
Presentation topics	1) Introducing the syllabus and course learning goals; 2) Reconstruction and the Promise and Failure of Democracy; 3) Post-Civil War Imperialism and the End of Native American Sovereignty in the West; 4) The Railroad Economy and Labor Unrest

Assignments

Wiki	Contribute to the wiki two times in reference to Week 1 readings
Voicethread	Complete Voicethread assignment commenting on visual primary sources
Discussion Board	Contribute to Discussion Board on <i>Standing at Armageddon</i>

Week 2: July 19-25

Course readings and materials

Canvas readings	None
Textbook reading	Painter, <i>Standing at Armageddon</i> , Chapters 4-11
Library media	Film: "The Progressive Era" on American History in Video Database (libraries.rutgers.edu)

Presentation topics 1) Populism and Empire in the 1890s; 2) The Contradictions of the Progressive Era: Race, Gender, and Class Divisions; 3) The Progressive Era and the Making of the Modern American State

Assignments

Wiki Contribute to the wiki **three times** in reference to Week 2 readings
Voicethread Complete Voicethread assignment commenting on visual primary sources
Discussion Board Contribute to Discussion Board on *Standing at Armageddon*

Week 3: July 26-August 1

Course readings and materials

Canvas readings Primary Source Documents and Essays: "Crossing a Cultural Divide: The Twenties"
Textbook reading 1) Painter, *Standing at Armageddon*, Chapter 12 and Epilogue (finish book); 2) Ransby, *Ella Baker and the Black Freedom Movement*, Chapters 1-3
Library media Film: 1) "Two Dollars and a Dream;" 2) "Prohibition" on American History in Video Database (libraries.rutgers.edu)
Presentation topics 1) World War and the First Red Scare; 2) Post-War Transformations: The Great Migration, Mass Culture, and Prohibition

Assignments

Wiki Contribute to the wiki **three times** in reference to reference Week 3 readings
Voicethread *No Voicethread assignment for Week 3*
Discussion board Discussion Board 1: "Crossing a Cultural Divide"
Discussion Board 2: Evaluating the argument and conclusions of *Standing at Armageddon*

Week 4: August 2-8

Course readings and materials

Canvas readings Primary source documents and essays: "The Depression, the New Deal, and FDR;" 2) "The Ordeal of World War II;" 3) "The Cold War and the Nuclear Age"
Textbook reading Ransby, Chapters 4-6
Library media Film: 1) "We Work Again"; 2) "National Recovery Act"; 3) "Summer of the Bomb" on American History in Video Database (libraries.rutgers.edu)
Presentation topics 1) The Great Depression and the New Deal; 2) World War II; 3) The Cold War and the Arms Race

Assignments

Wiki Contribute to the wiki **two times** in reference to Week 4 readings
Voicethread Contribute to Voicethread on "Summer of the Bomb"
Discussion Board Contribute to Discussion Board on the FDR-Truman Era

Week 5: August 9-15

Course readings and materials

Canvas readings	Documents and Essays: “Vietnam and the Crisis of American Power Primary source readings: 1) Barbara Jordan, Speech to the Judiciary Committee; 2) Nixon, Resignation Speech; 3) Martha Shelley, “Gay is Good;” 4) Combahee River Collective: A Black Feminist Statement
Textbook reading	Ransby, Ch. 7-10
Presentation topics	1) African-American Civil Rights and the Civil Rights Revolution; 2) American Crises in the Era of Vietnam and Watergate

Assignments

Wiki	Contribute to the wiki one time in reference to Week 5 readings
Voicethread	<i>No Voicethread assignment for Week 5</i>
Discussion Board	<i>No discussion board exercise for Week 5</i>
Essay	The Historiographical Essay is due no later than 11:59 p.m. Wednesday, August 11

Week 6: August 16-18

Course readings and materials

Canvas readings	Primary source documents and essays: “The 1990s and the Search for Post-Cold War Priorities” Primary source document: 1) Monica Lewinsky, “Emerging from the ‘House of Gaslight’ in the Age of #METOO;” 2) Claudia Rankine, “The Condition of Black Life is one of Mourning” Secondary sources: 1) Sanchez, “Race, Immigration, and Nativism”: 511-518; 2) Friedman and Mandelbaum, “Domestic Dysfunctions and American Decline”: 562-572
Library media:	Kanopy: “United in Anger: A History of ACT UP”
Presentation topics	1) Morning in America/Mourning in America: Winding Down the Cold War and Grappling with the AIDS Crisis in the Reagan/Bush Years; 2) The Politics of Scandal and Terror: America from Clinton to Trump

Assignments

Wiki	<i>No wiki contributions required for Week 6.</i>
Voicethread	<i>No Voicethread assignment for Week 6</i>
Discussion Board	<i>No discussion board exercise for Week 6</i>
Final exam	The final examination is due no later than 11:59 p.m. on Wednesday, August 18