

Syllabus, History of the United States 2

1. Course Information

Spring 2016

Unit: 21, Subject: 512, Course: 202, Section 81

Saturdays, 12:45 to 4:00, Hill 115

Rutgers Newark

We will survey the United States from the end of the formal Reconstruction era, discussing political, social, and economic changes, and evolving relations with other nations. Our goals are not only to enhance our understanding of United States history, but also to improve our ability to critically analyze evidence and arguments and constantly review, and revise as necessary, our understanding of history.

These are our learning outcomes:

Task	Desired Learning Outcome
Assigned Readings	familiarity with use of primary sources, especially the connections between the author's goals and his or her arguments and his or her method of argumentation
Lectures and Discussions	basic knowledge of United States history, recognition of broad patterns of history, familiarity with some common interpretations of United States history, and ability to engage critically with others who often do not share the same interpretations of events
Debates and Exams	demonstrated understanding of key elements of America's past, improved skills in synthesizing historical information

2. Instructor Information

Raymond P. Ojserkis, PhD

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Office Hours on Thursdays, 4:30 to 5:30, Conklin 326

3. Grading Policy

Your course grade will be determined by weighting the graded components as follows:

Unannounced Reading Quizzes	25%
Debate Notes	Cancels two lowest reading quiz grades.
Midterm Exam	25%
Final (non-cumulative) Exam	25%
Research Essay	25%

Any student who misses four 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.

If you are absent or tardy your score for a quiz or exam will be an F unless the absence is excusable. According to the Rutgers catalog, “The recognized grounds for absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions.” Documentation will be required.

4. Classes

Class sessions will be used for quizzes, examinations, debates, and lectures. Each lecture will detail a historic topic, as listed in the schedule below, and for each of these topics I will distribute a handout listing key points we’ll discuss. Some of these handouts will include primary reading in addition to that assigned below. I don’t post the handouts online, as that encourages non-attendance.

Learning can be a collaborative process, and I will involve the class in discussions. Never feel that your comments or questions aren’t appreciated.

5. Primary Sources

Primary sources are first-hand accounts, often created by participants or witnesses of events, and sometimes created by first-recorders of events. Examples include, but aren’t limited to, memoirs, speeches, documents, data, polls, and contemporary newspaper accounts. Secondary sources are sources created by people who didn’t participate or witness events, but often have the benefit of perspective, and typically draw from a variety of sources to create a nuanced and complex history that can account for multiple interpretations. Examples include history books and lectures.

We’ll try to balance the lectures by reading primary sources in our out-of-class reading. An electronic copy of this syllabus is on Blackboard, and you will need to access the primary sources through hyperlinks in the schedule.

As we will discuss the primary sources in class, it will help to bring printed copies with you, or a laptop that is Internet-accessible.

6. Research Essay

Your research essay will address a question from a list posted to Blackboard.

Write your essays using MS Word, and email them to me at the address above. I will not accept printed copies of your essay.

I will submit the essay to plagiarism software, and mark essays using Track Changes in MS Word. If you're not sure what plagiarism is, consider this: <http://en.wikipedia.org/wiki/Plagiarism>. Cite a source every time your essay makes use of an idea, quote, anecdote, study, or fact that you found in someone's work.

I call the essay a “research essay” to emphasize that the quality of your essay is largely dependent upon the quality of your research. Use at least four scholarly articles or published books. The phrase “at least” means you are allowed and encouraged to use more than four sources. The length of the essay should be 1,500 to 2,500 words.

Cite your sources wherever you rely on them, using footnotes, parenthetical notes or end notes. Be very specific when citing a source, using either the Chicago, APA, or MLA format throughout. For details, please consult the [Rutgers Library Guide](#). Cite a source every time you make use of someone's ideas.

7. Recommended Textbook

A textbook that can help provide context is:

Authors: Mark C. Carnes and John A. Garraty

Title: *The American Nation: A History of the United States, Volume 2*

Edition: 14th

ISBN-10: 0205790437

ISBN-13: 978-0205790432

Major online booksellers are selling the book, as is the Rutgers Newark bookstore in Bradley Hall.

8. Drop and Withdrawal Deadlines

The last date for students to drop a course with no penalty is January 26th, 2016 and the last date to withdraw from a course with a "W" grade is March 28th, 2016.

9. Academic Integrity Agreement and Honor Pledge

On each examination, you will be required to sign the following statement:

On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment).

10. Tentative Calendar

<u>CLASS</u>	<u>DATE</u>	<u>TOPIC</u>	<u>PRIMARY SOURCE READING (to be done before class)</u>
1	Jan 23	Industrialization (Finish Industrialization)	n/a
2	Jan 30	Settlement of the West Jim Crow & Great Migration	Chief Joseph, <i>An Indian's View . . .</i>, 1879 & J McClung, <i>Minnesota . . . in 1870</i> Ben Singleton's testimony and Letters to <i>Chicago Defender</i>
3	Feb 6	Populism & Progressivism Formal Empire	Populist Party Platform, 1892 & T. Roosevelt, <i>Who Is A Progressive?</i>, 1912 Alfred Thayer Mahan, <i>The US Looking Outward</i>, 1890
4	Feb 13	First World War Prosperity & Normalcy	Zimmerman Note, 1917 & Woodrow Wilson, Fourteen Points speech, 1918 Calvin Coolidge, speech on taxes . . . , 1924 & Calvin Coolidge, <i>Ancient Days</i>
5	Feb 20	Great Depression (Finish Great Depression)	Franklin Roosevelt, inaugural address, 1933 Frances Perkins, <i>The Roots of Social Security</i>
6	Feb 27	Midterm Exam	n/a
7	Mar 5	Second World War Second World-War Home Front	Charles Lindbergh Testimony in US Senate, 1941 & Atlantic Charter, 1941 Franklin Roosevelt, Fireside Chat, April 1942 & World War Two in Posters
	Mar 12	No Class – Spring Break	n/a
	Mar 19	No Class – Spring Break	n/a
8	Mar 26	Cold War Origins Post-War Consumerism	Walter Lippman, <i>Cold War</i>, 1947 Henderson, <i>Suburbs: The New American Dream</i>, 1953
9	Apr 2	Korean War (pick debate teams)	JCS to D. MacArthur, Oct 1950 and D. MacArthur, letter to JCS, Nov. 1950 D. MacArthur, <i>Farewell Address</i>, 1951
10	Apr 9	Civil Rights Vietnam War	Brown v. Board of Education ruling, 1954 and Rosa Parks interview Lyndon Johnson, <i>Peace Without Conquest</i>, 1965
11	Apr 16	Debate	Before emailing your debate notes, please read: Harvard Guide to Using Sources, <i>How to Avoid Plagiarism</i>
12	Apr 23	Finish Debate	n/a
13	Apr 30	Sixties Movements (Finish Sixties Movements)	Port Huron Statement, 1962 J. Edgar Hoover, <i>Open Letter to College Students</i>, 1970
	May 2	Research Essay due	We don't have class this day. Email the essay.
	May 7	Final Exam @ 11:45am	