

**Syllabus, US History 2**  
Rutgers University, Newark

**1. Course and Instructor Information**

<b>Semester:</b>	Spring 2018
<b>Time:</b>	Thursdays, 6:00pm to 9:00pm
<b>Location:</b>	Hill 105
<b>Identifiers:</b>	Unit 21, Subject 512, Course 202, Section 63
<b>Instructor:</b>	Ray Ojserkis, PhD
<b>Contact:</b>	ray.ojserkis@gmail.com
<b>Office:</b>	Conklin 326
<b>Office Hour:</b>	Thursdays, 4:30 to 5:30

**2. Synopsis**

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.

**3. Goals**

Our goals include

- A. basic knowledge of modern US history, especially its broad patterns
- B. familiarity with some common interpretations of US history
- C. ability to engage critically with others who often do not share the same interpretations of events
- D. 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
- E. improved skills in synthesizing and communicating historical information, and constructing sound arguments

#### 4. 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%

If you are absent or tardy your score for an 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.

Any student who misses four or more sessions through any combination of excused and unexcused absences will have missed more than a quarter of the class time and will not earn credit in this class. Such students should withdraw from the course to avoid an F.

#### 5. Course Materials

A. Lecture Handouts (We review these in class.)

For each topic listed in the course schedule there will be a handout in the "Course Documents" section of our Blackboard course. Each handout will have a list of key arguments and terms that we'll discuss. Many also have maps, tables, contemporary newspaper cartoons, and/or primary source readings in addition to those assigned in the links in the schedule.

The handouts are in MS Word, and some students open electronic versions in class and take notes directly in their own copies of the handouts.

B. Primary Source Documents (You read these at home.)

You will access these through links on the schedule below.

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.

## 6. Research Essay

Your essay must answer **one** of the following questions for the research essay:

- a) What were the major causes of immigration to the United States in the era after the Civil War and before the First World War?
- b) In the second half of the 19<sup>th</sup> century, how did Americans attempt to apply their understanding of Darwinian thought on issues such as economics, government reform, and immigration?
- c) Why did the United States fight the Philippine-American War (1899-1902)?
- d) Why did the American automobile industry become the largest in the world?
- e) Why was the United States Federal Reserve created?
- f) How did the Spanish Influenza affect American society?
- g) Was the Volstead Act beneficial for the United States?
- h) To what extent was the New Deal a success? What were its successes and failures?
- i) Was the Good Neighbor policy a success?
- j) Why was the United States attacked on December 7<sup>th</sup>, 1941?
- k) Why did the Grand Alliance win the Second World War?
- l) Why did the Cold War begin?
- m) Should the United States have signed the North Atlantic Treaty (1949)?
- n) Why did the United States decide to fight a limited war in Korea (1950-53) rather than insist on unconditional surrender of the enemy?
- o) Why did the US support coups overseas during the Cold War? What were the effects?
- p) How accurate is the stereotype of the 1950s as an age of suburban conformity in the US?

- q) How has the Space Age affected life in America?
- r) Were Second Wave feminists substantially different in their aims than earlier feminists?
- s) How successful was the American Indian Movement?
- t) Why did the percentage of children born to unwed mothers in the United States rise in the past sixty years?
- u) What reasons help explain the rise in income gaps in the US and other industrialized nations since the 1970s?
- v) Did the Carter administration handle the Iranian Revolution and subsequent 'hostage crisis' competently?
- w) Was Reaganomics a success?

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. 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. Drop and Withdrawal Deadlines**

The last date for students to drop a course with no penalty is January 23<sup>rd</sup>, 2018, and the last date to withdraw from a course with a "W" grade is March 26<sup>th</sup>, 2018.

## **8. Academic Integrity Policy**

The Rutgers Academic Integrity Policy includes the following:

“As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University’s educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community.

The principles of academic integrity require that a student:

- properly acknowledge and cite all use of the ideas, results, or words of others.
- properly acknowledge all contributors to a given piece of work.
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.”

For the complete policy, see <http://academicintegrity.rutgers.edu/academicintegrity-policy/>

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).

## **9. Rutgers message to 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, you must complete and submit the Registration Form, schedule and complete an intake meeting, and submit appropriate documentation. If your request for reasonable accommodations is approved, you will receive a Letter of Accommodations (LOA), which you should present privately to the instructor as early in the semester as possible. Accommodations are not retroactive and are effective only upon submission of the LOA to the instructor. Please begin

the process, by completing and submitting the Registration Form, available at the website below

- Applying for Services: <https://ods.rutgers.edu/students/applying-for-services>
- Documentation Guidelines: <https://ods.rutgers.edu/students/documentationguidelines>
- Letter of Accommodations (LOA): <https://ods.rutgers.edu/myaccommodations/letter-of-accommodations>
- Office of Disability Services (ODS) Suite 219, Paul Robeson Campus Center (973) 353-5315 [odsnewark@rutgers.edu](mailto:odsnewark@rutgers.edu)

#### **10. Rutgers Religious Holiday Policy**

“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.”

## 11. Schedule

<u>CLASS</u>	<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
1	Jan 18	Course Overview Industrialization	n/a n/a
2	Jan 25	Settlement of the West Frontier Thesis of US History	<a href="#">Chief Joseph, An Indian's View of Indian Affairs, 1879</a> & <a href="#">J McClung, Minnesota As It Is in 1870</a> <a href="#">F J Turner, The Significance of the Frontier in American History, 1893</a>
3	Feb 1	Jim Crow & Great Migration Populism & Progressivism	<a href="#">W E B DuBois, Training Negroes for Social Power, 1903</a> & <a href="#">B Washintgon, NNBL address, 1913</a> <a href="#">Populist Party Platform, 1892</a> & <a href="#">T. Roosevelt, Who Is A Progressive?, 1912</a>
4	Feb 8	Formal Empire First World War	<a href="#">A T Mahan, The US Looking Outward, 1890</a> & <a href="#">M Twain, On Imperialism, 1900</a> <a href="#">Zimmerman Note, 1917</a> & <a href="#">Woodrow Wilson, Fourteen Points speech, 1918</a>
5	Feb 15	Prosperity & Normalcy Great Depression (begin)	<a href="#">C Coolidge, speech on taxes, liberty, etc., 1924</a> & <a href="#">C Coolidge, Ancient Days, 1925</a> <a href="#">letter on Dust Bowl conditions, 1935</a>
6	Feb 22	Great Depression (end) Entrance, World War Two	<a href="#">F Perkins, Roots of Social Security, 1962</a> <a href="#">C Lindbergh, America First address, 1941</a> & <a href="#">F Roosevelt, Press Conference on Lend Lease, 1940</a>
7	Mar 1	<b>Midterm Exam</b>	Review readings, handouts, and notes.
8	Mar 8	World-War 2: Overseas World War 2: Homefront	<a href="#">US Strategic Bombing Survey Report on European Theatre, 1945</a> <a href="#">F Roosevelt, Fireside Chat, April 1942</a> & <a href="#">World War Two in Posters</a> (Click arrows to see all the posters.)
	Mar 15	<b>Spring Break – No Class</b>	n/a
9	Mar 22	Cold War Origins Korean War	<a href="#">Walter Lippman, Cold War, 1947</a> <a href="#">JCS to D. MacArthur, Oct 1950</a> & <a href="#">D. MacArthur, letter to JCS, Nov. 1950</a>
10	Mar 29	Post-War Consumerism Civil Rights	<a href="#">Henderson, Suburbs: The New American Dream, 1953</a> <a href="#">Brown v. Board of Education ruling, 1954</a> and <a href="#">Rosa Parks interview, 1985</a>

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| 11 | Apr 5  | Vietnam War<br><b>Pick debate teams.</b>                                      | <a href="#">L Johnson, <i>Peace Without Conquest</i>, 1965</a> & <a href="#">NY Times, <i>March on the Pentagon: An Oral History</i>, 2017</a>  |
| 12 | Apr 12 | Sixties Movements<br>(Finish Sixties Movements)                               | <a href="#">Port Huron Statement, 1962</a><br><a href="#">J. Edgar Hoover, <i>Open Letter to College Students</i>, 1970</a>   |
| 13 | Apr 19 | <b>Debate.</b>  | Send in debate notes with citations if you debate in this session.  |
| 14 | Apr 26 | <b>Finish debate.</b><br>Reagan Revolution                                    | Send in debate notes with citations if you debate in this session.<br><a href="#">R. Reagan, <i>Inaugural Address</i>, 1981</a> & <a href="#">R. Reagan, <i>speech to . . . Commons</i>, 1982</a> |
|    | Apr 30 | <b>Research Essay Due</b><br><b>(no class – email your essay)</b>             | <a href="#">Wikipedia, <i>Plagiarism</i></a><br><a href="#">Rutgers University Academic Integrity Policy</a>  |
|    | May 4  | <b>Final Exam</b><br><i>(on a Friday at 6:20pm, in our regular classroom)</i> |   |