

Location: Englehard Hall 211

Meeting times: Tuesday and Thursday, 11:30 am-12:50 pm

Instructor: Marika Plater

Office Hours: Tuesdays & Thursdays, 1:10-2 pm, or by appointment

Office: Conklin Hall 326

Email: marika.plater@rutgers.edu

Course Description

This course explores key changes and continuities in American society, politics, culture, and the economy since the end of the Civil War. Drawing links between the past and our present, we will trace several main themes throughout the course, including ideas and policies regarding civil rights, citizenship, equality, and freedom; industrialization and the rise of a mass consumer culture; and the development of American economic and military power in a global context.

Learning goals

At the successful completion of this course, students will:

- Be familiar with the basic chronology of major events and turning points in United States history from 1865 to the present,
- Understand and analyze the historical significance of these major events and turning points
- Interpret a range of historical documents (which historians call “primary sources”), including speeches, political cartoons, paintings, photographs, propaganda posters, advertisements, and films
- Produce an analytical essay, with a clear thesis, that is based on analysis of primary sources and draws upon the academic work of historians (which historians call “secondary sources”)

Contacting me

I encourage you to contact me if you have any questions at all about course material, assignments, reading strategies, writing, etc. Please come to my office hours or send me an email (I will respond within 48 hours.)

Grading and Assignments

Reflections – 20% of your grade

Midterm Exam – 15%

Research Paper Outline – 10%

Research Paper – 30%

Final Exam – 15%

Class Participation – 10%

- Reflections on assigned readings: Being prepared for class is not just about doing the assigned readings—it is also about thinking deeply about them and coming up with ideas and insights that you can share in class. Reflections, based on a template available on Blackboard, will help you gather your thoughts about the assigned readings and will be due every class period. I do not accept late Reflections unless you have an excused absence, but you may

skip **three** without harming your grade. Each reflection will receive either a ✓ for full credit or a ✓- for half credit. You must complete reflections before class begins and have them with you either as a hard copy or electronically (in which case, you must email them to me before class starts.) Reflections must be typed or *neatly* handwritten.

- Exams: Exams for this course will be held in class, unless you have an accommodation under the Americans with Disabilities Act (see section marked “Accommodations for Students with Disabilities.”) The exam format is short identification essays on terms that we will have discussed in class and seen in assigned readings. I will pre-circulate a list of the terms that may appear on the exams.

- Research Paper: Students will write an essay (minimum of 6 pages) about a social movement of their choice that emerged in the 1960s-1980s (Women’s Liberation, Black Power, the American Indian Movement, Gay Liberation, the New Left, or the New Right. If you want to study another movement, please see me.) The textbook and your lecture notes will provide context, but your essay’s argument will be based on your analysis of primary and secondary sources that I will add to Blackboard. See me if you would like to do your own research. Please note that I will penalize late outline and paper submissions by 4 points (out of 100 total points for each assignment) for each day they are late.

Research Paper Outline: The outline of your paper (using a template that I will provide) will be due on March 28th and we will do a writing workshop in class that day so that you can benefit from your peers’ feedback. I will then provide my own comments and suggestions as well as a grade.

Evaluating the Research Paper: Your final paper will be due through Blackboard/Turnitin and will be graded on its argument, evidence, and clarity.

- Participation: You are an important part of the intellectual community of this course and your active presence is key to its success. Please come to class on time and be prepared to participate in class discussion.

Numerical Grading Scale: A = 90-100, B+ = 87-89, B = 80-86, C+ = 77-79, C = 70-76, D = 60-69, F = under 60.

Attendance Policy

Please email me with as much advance notice as possible to receive an excused absence for illness, curricular or extracurricular activities approved by the faculty, certain personal obligations, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions. If I’ve granted you an excused absence, you may submit your Reflection on the assigned readings over email to avoid harming your Reflections grade if you’ve already used your 3 allowances. Any student who misses **eight** or more sessions through any combination of excused and unexcused absences will not earn credit in this class and should withdraw from the course to avoid an F.

Lateness is very disruptive. Please tell me in advance if you will be late or have to leave early. Students who are more than fifteen minutes late to class without warning will be marked absent and will not receive credit on their Reflection for the day.

Technology Policy

You are not permitted to text, use social media, or surf the web on your cell phone during class. You may use a laptop or tablet **only** to take notes or to access the readings. Please be respectful of your peers and me by devoting your full attention to the class.

Academic Integrity

It is crucial that the work that you submit for this class reflects your own learning and efforts. There are severe consequences to breaking Rutgers University-Newark's detailed policies regarding academic misconduct, so it is important that you understand them. You commit misconduct if you represent someone else's work as your own by submitting a paper written (or significantly edited) by a friend or classmate, cutting-and-pasting text from a website, handing in a paper you have found or purchased online, looking at another student's answers while taking a test, and borrowing information (whether it is directly quoted or it is paraphrased) without properly attributing the source. Please be safe rather than sorry and ask me if you have any questions about academic integrity policies and quoting, paraphrasing, or referring to the work of others. Descriptions of plagiarism and Rutgers' official policy on academic integrity can be found at http://catalogs.rutgers.edu/generated/nwk-ug_current/pg582.html and <http://judicialaffairs.rutgers.edu/academic-integrity>. Offenses can result in failure of the assignment, failure of the course, or expulsion from the university.

You must sign the following Rutgers honor pledge on the midterm and final exams and on the research paper in order to show your commitment to academic integrity: "On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment)."

Accommodations for 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, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information please contact Kate Torres at (973) 353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting odsnewark@rutgers.edu.

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. Writing tutors can suggest

strategies for effective reading, provide editing help on your papers, and help prepare you for the demands of university-level writing. The Writing Center is available to you free of charge and I encourage you to visit it during this semester.

Cancellation of Classes

On the rare occasions when coming to campus is too hazardous because of the weather, notification of class cancellations will be posted on the university website, <http://www.newark.rutgers.edu/campusstatus/index.php>. Announcements are also made over the following local radio stations: WABC, WCBS, WMCA, WOR, WMTR, WDHA, WERA, WBGO, and WCTC. I may make the decision to cancel class before the university does, so in the case of severe inclement weather, please check your email frequently for an announcement that I will send through Blackboard. The same goes for if I have to cancel class for any other reason. If the university website does not reflect a closure and you have not received an email from me, class is on!

Course Readings

We will be using the free online textbook, *American Yawp*, available at <http://www.americanyawp.com>. If you prefer to work with a hardcopy textbook, you can find Eric Foner's *Give Me Liberty* on 2-hour reserve at Dana Library or can purchase it at the campus bookstore or online sellers. Other course readings will be available online or as PDFs on Blackboard under "Course Documents," which you must bring with you to class, either in hard copy or electronically. While textbook readings are not required, I recommend skimming them before turning to the assigned readings. The textbook will help contextualize the primary and secondary sources and will make Reflection-writing easier.

I reserve the right to make any changes to this syllabus as any time with reasonable notice to you. Changes will be announced in class and through Blackboard. It is your responsibility to be aware of any changes in assignments, readings, and due dates. For these reasons, it is imperative that you check your email account associated with Rutgers frequently, at least once a day.

Class Schedule

Week 1: Reconstructing a Nation

• Tuesday, January 17: Course overview/ Legacies of the Civil War

Related textbook chapter: *American Yawp* (AY), <http://www.americanyawp.com/text/14-the-civil-war/>

• Thursday, January 19: Reconstruction(s)

Due: Reflection on the assigned reading

Textbook: AY, "Reconstruction," <http://www.americanyawp.com/text/15-reconstruction/>

Assigned reading: Primary Source Packet on Blackboard.

Week 2: Geographic and Economic Expansion

• Tuesday, January 24: The Frontier Experience

Due: Reflection on the assigned reading

Textbook: AY, "Conquering the West," <http://www.americanyawp.com/text/17-conquering-the-west/>

Assigned reading: Primary Source Packet.

• **Thursday, January 26: The “Gilded Age”**

Due: Reflection on the assigned reading, plus be prepared to tell me which social movement you will write about for your research paper

Textbook: *AY*, “Capital and Labor,” <http://www.americanyawp.com/text/16-capital-and-labor/>

Assigned reading: Primary Source Packet.

Week 3: Urbanization and its Discontents

• **Tuesday January 31: Conditions in Cities and Progressive Reform**

Due: Reflection on the assigned reading

Textbook: *AY*, “Industrial America,” <http://www.americanyawp.com/text/18-industrial-america/>

Assigned reading: Primary Source Packet.

• **Thursday, February 2: Progressive Reform**

Due: Reflection on the assigned reading

Textbook: *AY*, “Progressive Reform,” <http://www.americanyawp.com/text/20-the-progressive-era/>

Assigned reading: Adam Rome, “Political Hermaphrodites: Gender and Environmental Reform in Progressive America,” 440-463 (secondary source [s]).

Week 4: American Empire

• **Tuesday, February 7: The Wars of 1898**

Due: Reflection on the assigned reading

Textbook: *AY*, “American Empire,” <http://www.americanyawp.com/text/19-american-empire/>

Assigned reading: Matthew Frye Jacobsen, introduction and conclusion to *Barbarian Virtues*, 3-9, 261-265 [s]; Primary Source Packet.

• **Thursday, February 9: The Great War**

Due: Reflection on the assigned reading

Textbook: *AY*, “World War I,” <http://www.americanyawp.com/text/21-world-war-i/>

Assigned reading: Primary Source Packet.

Week 5: From Economic Prosperity to the Great Depression

• **Tuesday, February 14: Interwar Consumerism, Culture, and Conservatism**

Due: Reflection on the assigned reading

Textbook: *AY*, “The Twenties,” <http://www.americanyawp.com/text/22-the-twenties/>

Assigned reading: George Chauncey, introduction and conclusion to *Gay New York*: 1-29, 355-361 [s].

• **Thursday, February 16: The Great Depression and the Dust Bowl**

Due: Reflection on Photogrammer Great Depression Photography website

Textbook: *AY*, Sections I, II, III, IV, V, VI from “The Great Depression,”

<http://www.americanyawp.com/text/23-the-great-depression/>

Assigned homework: Explore this website (<http://photogrammar.yale.edu/map/>) of photographs taken between 1935-1939 by photographers hired by the Farm Security Administration and Office of War Information. Think and write about what the photographs tell us about life during this moment. Be sure to look at photographs from various regions of the country and try to compare them.

Week 6: Recovery

• **Tuesday, February 21: The New Deal**

Due: Reflection on the assigned reading

Textbook: *AY*, Sections VII, VIII, IX, X, XI, XII, XIII, XIV, XV from “The Great Depression,”

<http://www.americanyawp.com/text/23-the-great-depression/>

Assigned reading: Jennifer Mittelstadt, "Reimagining the Welfare State," 1-8 [s]; Primary Source Packet.

• **Thursday February 23: WWII**

Due: Reflection on the assigned reading

Textbook: *AY*, "World War II," <http://www.americanyawp.com/text/24-world-war-ii/>

Assigned reading: Richard Polenberg, "The Good War?" 295-322 [s]; Primary Source Packet.

Week 7: Containment in Politics and Culture

• **Tuesday, February 28: The Cold War**

Due: Reflection on the assigned reading

Textbook: *AY*, "The Cold War," <http://www.americanyawp.com/text/25-the-cold-war/>

Assigned reading: Ellen Schrecker, "McCarthyism's Ghosts," 6-17 [s]; Paul Robeson, "Testimony before HUAC" [p] (or listen to it at <https://www.youtube.com/watch?v=kmFijaFNHKo>).

• **Thursday, March 2: Suburbanization and the "Problem that Has No Name"**

Due: Reflection on the assigned reading

Textbook: *AY*, Sections I, II, V, VI, VII, VIII from "The Affluent Society,"

<http://www.americanyawp.com/text/26-the-affluent-society/>

Assigned reading: Joanne Meyerowitz, "Women and Gender in Postwar America, 1945-1960," 1-16 [s]; Betty Friedan, "The Problem That Has No Name," from *The Feminine Mystique*, 15-32 [p].

Week 8: "Eyes on the Prize"

• **Tuesday, March 7: The Civil Rights Movement**

Due: Reflection on the assigned reading

Textbook: *AY*, Sections III + IV from "The Affluent Society,"

<http://www.americanyawp.com/text/26-the-affluent-society/>

Assigned reading: Primary Source Packet.

• **Thursday, March 9: IN-CLASS MIDTERM EXAM**

Week 9: Spring Break! No class on March 14th or March 16th: Have fun! And, read the sources that you will use to write your paper

Week 10: Social and Cultural Upheaval in the Long 1960s

• **Tuesday, March 21: New Social Movements and the Rights Revolution**

Due: Reflection on primary and secondary sources related to your social movement

Textbook: *AY*, "The Sixties," <http://www.americanyawp.com/text/27-the-sixties/>

Assigned reading: Read the primary and secondary sources posted on blackboard that are related to the movement that you are writing about for your essay. Be prepared to tell your classmates about the documents you've read (What are the sources? What do they tell you about the movement? What questions do they raise?)

• **Thursday, March 23: War – on Poverty and in Vietnam**

Due: Reflection on the assigned reading

Textbook: *AY*, Sections I, II, III, IV from "The Unraveling,"

<http://www.americanyawp.com/text/28-the-unraveling/>

Assigned reading: Primary Source Packet.

Week 11: Social Movements in the 1970s

• **Tuesday, March 28: Feminism and Anti-feminism**

Due: Reflection on the assigned reading

Assigned Reading: Beth Bailey, “She ‘Can Bring Home the Bacon,’” 107-128 [s]; Primary Source Packet.

• **Thursday, March 30: Film: The Black Power Mixtape**

Due: Nothing-work on your outline!

Week 12: The Rise of the Environmental Movement

• **Tuesday, April 4: Writing Workshop**

Due: Outlines for final paper

• **Thursday, April 6: Earth Day and Environmental Politics**

Due: Reflection on the assigned reading

Assigned Reading: Linda Nash, “The Fruits of Ill-Health,” 203-219 [s]; Primary Source Packet.

Week 13: The Rise of the “Forgotten American”

• **Tuesday, April 11: Grassroots Conservatism**

Due: Reflection on the assigned reading

Textbook: *AY*, sections I, II, III from “Triumph of the Right,”

<http://www.americanyawp.com/text/29-the-triumph-of-the-right/>

Assigned reading: Lisa McGirr, introduction to *Suburban Warriors*, 3-19 [s]; Primary Source Packet.

• **Thursday, April 13: Political Crises under Nixon and Carter**

Due: Nothing, work on your paper!

Textbook: *AY*, Sections V, VI, VII, VIII, IX, X of “The Unraveling,”

<http://www.americanyawp.com/text/28-the-unraveling/>

Week 14: Rightward Turn and an Era of Globalization

• **Tuesday, April 18: The Reagan “Revolution”**

Due: Reflection on the assigned reading

Textbook: *AY*, sections IV, V, VI, VII, VIII from “The Triumph of the Right,”

<http://www.americanyawp.com/text/29-the-triumph-of-the-right/>

Assigned reading: Primary Source Packet.

• **Thursday, April 20: The End of Communism and an Era of Globalization**

Due: Reflection on the assigned reading

Textbook: *AY*, sections IX, X, XI, XII from “Triumph of the Right,”

<http://www.americanyawp.com/text/29-the-triumph-of-the-right/>

Assigned reading: Primary Source Packet.

Week 15: History of the 21st century

• **Tuesday, April 25: The 1990s and early 2000s**

Due: Final Paper! (No assigned reading)

Textbook: <http://www.americanyawp.com/text/30-the-recent-past/>

• **Thursday, April 27: Bringing it all Together**

Due: Reflection: Because there is no assigned reading for this class period, instead spend some time thinking and writing about an event that has taken place within the last 5 years. Try to connect the event to the history that we have discussed in class. Ask yourself: does the event fit a historical pattern? How does the event build on trends or occurrences that have previously taken place? How

does the event reveal differences between the past and the present? How does what we have discussed in this course shape the way that you interpret this contemporary event? Please be prepared to share these thoughts with the class.

Final Exam: May 9, 11:45 am-2:45 pm