

## US HISTORY II (21:512:202) SINCE 1865 (Spring 2019)

Instructor: Ryan Donovan Purcell

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Office: Conklin 337 Office Hours: Monday and Thursday, 2.30-3.30 PM

Class Location and time: Monday, 1:00 PM-2:20 PM and Thursday, 1:00-2:20 PM, Smith 244

### ***COURSE SYNOPSIS***

This course will explore the narratives of America following the Civil War by analyzing the stories Americans told of themselves that contoured their experiences. In discussing how these narratives intersect, interact and sometimes contradict each other, we will discover the complexities in American life in the late-19<sup>th</sup> and 20<sup>th</sup> centuries.

A number of themes structure this survey of American history including race, gender, sexuality, economy and (sub)urbanism. Students will learn how a historical perspective of these categories inform our present experience.

Students will develop their analytical skills in the written assignments and the class discussions by identifying the main theses, supporting arguments, evidence, assumptions and rhetorical strategies of the course readings.

### ***READINGS***

All readings will be posted to Blackboard. Readings are divided into two groups: *Primary Documents* and *Articles* – historical essays (secondary sources) that discuss the period under study.

### ***ASSIGNMENTS***

**Attendance:** Attendance is mandatory. Students are expected to attend every class, arrive on time and stay for the duration of the class. Students may be excused for illness, family emergency and similar extreme situations, as well as religious observance. Absences for work, job interviews and similar events will not be excused.

Six unexcused absences will result in an automatic failing grade. Students who miss eight or more sessions through *any* combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw from the course.

**Participation:** Everyone is both expected and required to participate in class discussions. The participation grade will reflect the quality and quantity of your in-class participation.

**Summaries:** Students will write and hand in a **hard copy** one-to-two page summary of the readings at the start of every class, identifying the main points that each author makes and the way in which the readings are related.

**Primary Source Essay:** Students will write one 3-5 page essay that will engage primary sources. Over the course of the semester, students will learn how to interpret and connect each primary source to an idea covered in our readings and lectures. These essays will give students an opportunity to demonstrate their skills as researchers and writers. **Due April 25.**

**Exams:** Two exams will be held in class, one midway through the semester and one at the end of the semester.

**Students *must* complete both exams and submit the primary source essay to pass the course.**

## **GRADING**

Attendance.....	10%
Class Participation.....	10%
Summaries.....	10%
Essay.....	30%
Exam One.....	20%
Final Two.....	20%
<b>TOTAL</b>	<b>100%</b>

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every major assignment must have your signature under the following phrase: “On my honor, I have neither received nor given any unauthorized assistance on this examination / assignment”.

## **ACCOMMODATIONS**

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](mailto:odsnewark@rutgers.edu).

## **SCHEDULE**

### *24 January – Week 1*

Introduction and Orientation

### *28 January – Week 2.A*

Defining Themes of US History

### *31 January – Week 2.B*

Reconstruction and the Rise of Jim Crow 1865-1900

Primary Source: Reconstruction Amendments

Primary Source: Jim Crow Laws

Eric Foner, “The Civil War, Reconstruction, and the Origins of Birthright Citizenship,” Boden Lecture, Marquette University Law School, 2012.

Leon Litwack, “Jim Crow Blues,” *OAH Magazine of History*, Vol. 18, No. 2 (Jan., 2004), pp. 7-11, 58.

### *4 February – Week 3.A*

Closing of the Frontier, 1870-1900

Primary Source: The Homestead Act of 1862

Karl Jacoby, "Of Memory and Massacre: A Soldier's Firsthand Account of the 'Affair on Wounded Knee,'" *The Princeton University Library Chronicle*, Vol. 64, No. 2 (Winter 2003), pp. 333-362.

7 February – Week 3.B

Rise of American Industry

Primary Source: Andrew Carnegie, "The Gospel of Wealth" (1889)

(Excerpt) Sven Beckert, *The Monied Metropolis: New York City And the Consolidation of the American Bourgeoisie, 1850-1896* (2003).

11 February – Week 4.A

Labor and Immigration

Primary Source: Samuel Gompers, "What Does the Working Man Want?" (1890)

Lynne M. Getz, "Biological Determinism in the Making of Immigration Policy in the 1920s," *International Social Science Review*, Vol. 70, No. ½ (1995), pp. 26-33.

14 February – Week 4.B

Temperance, Tenements and Technology, 1865-1920

Primary Source: Jacob Riis, "Genesis of the Tenement," *How the Other Half Lives* (1890)

Primary Source: Jane Addams, "Why Should Women Vote?" (1910)

Jan Marsh, "Sex & Sexuality in the 19th Century," *Victoria & Albert Museum*

18 February – Week 5.A

Progressivism, 1900-1917

Primary Source: Theodore Roosevelt, "Message to Congress" (1901)

Bonnie Mitelman, "Rose Schneiderman and the Triangle Shirtwaist Fire" (1990).

21 February – Week 5.B

American Empire, 1900-1917

Primary Source: William McKinley, Declaration of War Speech (1898)

Primary Source: Theodore Roosevelt, "The Strenuous Life" (1899)

25 February – Week 6.A

World War I

Primary Source: Woodrow Wilson, Declaration of War Speech (1917), Fourteen Points (1918)

Robert W. Tucker, "A Benediction on the Past: Woodrow Wilson's War Address," *World Policy Journal*, Vol. 17, No. 2 (Summer 2000), pp. 77-93.

28 February – Week 6.B

Drag, Jazz and Drugs, 1918-1939

Primary Source: Duke Ellington Orch., "Jubilee Stomp" (1928) (Youtube)

Eric Garber, "A Spectacle in Color: Lesbian and Gay Subculture of Jazz Age Harlem," *Hidden from History: Reclaiming the Gay and Lesbian Past*, Ed. Martin Duberman, Martha Vicinus, and George Chauncey, Jr. (1989).

Michael M. Cohen, "Jim Crow's Drug War: Race Coca Cola, and the Southern Origins of Drug Prohibition," *Southern Cultures*, Vol. 12, No. 3 (Fall 2006), pp. 55-79.

4 March – Week 7.A

The Great Depression and the New Deal 1929-1945

Primary Source: Franklin D. Roosevelt, "Second Fireside Chat" (1933)

Primary Source: Aubrey Williams, "The Problem of Unemployment" (1935)

David M. Kennedy, "What the New Deal Did," *Political Science Quarterly*, Vol. 124, No. 2 (Summer 2009), pp. 251-268.

7 March – Week 7.B

World War II and Origins of the Cold War

Primary Source: Franklin D. Roosevelt, "Arsenal of Democracy" (1940)

Andrew E. Kersten, "African Americans and World War II," *OAH Magazine of History*, Vol. 16, No. 3 (Spring 2002), pp. 13-17.

**Exam One Review**

11 March – Week 8.A

**Exam One**

14 March – Week 8.B

**SPRING RECESS**

18 March – Week 9.A

**SPRING RECESS**

21 March – Week 9.B

**SPRING RECESS**

25 March – Week 10.A

Consumerism, 1945-1960s

Primary Source: "Report on the Baby Boom" (1954)

Primary Source: The American Nuclear Family, Your Family (1948) (YouTube)

Lizabeth Cohen, "A Consumers' Republic: The Politics of Mass Consumption in Postwar America," *Journal of Consumer Research*, Vol. 31, No. 1 (June 2004), pp. 236-239.

28 March – Week 10.B

**NO CLASS**

1 April – Week 11.B

Segregation, Suburbs, and Real Estate, 1952-1960s

Primary Source: "Urban Renewal in the First Ward" (1953)

Ta-Nehisi Coates, "The Case for Reparations" *The Atlantic*, June 2014.

4 April – Week 11.A

Civil Rights Movement and Black Power, 1954-1970s

Primary Source: Martin Luther King Jr., “Letter from Birmingham Jail” (1963)

Yohuru Williams, “‘Some Abstract Thing Called Freedom’: Civil Rights, Black Power, and the Legacy of the Black Panther Party,” *OAH Magazine of History*, Vol. 22, No. 3 (Jul. 2008), pp. 16-21

8 April – Week 12.A

Urban Crisis, 1965-1974

*Crossroads: The 1967 Newark Riots* (2016)

Primary Source: Hyman Rodman, “Family and Social Pathology in the Ghetto” (1968)

Excerpts from Thomas J. Sugrue, *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit* (1996).

11 April – Week 12.B

JFK, LBJ and the Great Society, 1960-1968

Primary Source: Lyndon B. Johnson, “Great Society” Speech (1964)

Primary Source: Law Enforcement Assistance Act (1965)

15 April – Week 13.A

Vietnam and the American Empire Cont’d, 1945-1975

Primary Source: Richard Nixon, Vietnamization (1969)

George C. Herring, “The Cold War and Vietnam,” *OAH Magazine of History*, Vol. 18, No. 5 (Oct., 2004), pp. 18-21.

Marilyn B. Young, “Now Playing: Vietnam,” *OAH Magazine of History*, Vol. 18, No. 5, (Oct., 2004), pp. 22-26.

18 April – Week 13.B

Movements on the Left, 1960s-1970s

Primary Source: Gloria Steinem, “Equal Rights for Women” (1970)

Primary Source: The Gay Liberation Front, *Come Out* (1970)

Excerpt from Van Grosse, *The Movements of the New Left, 1950-1975* (2005).

22 April – Week 14.A

Movements on the Right, 1964-1980

Primary Source: Ronald Reagan, Candidacy Speech (1979)

Rick Perlstein, “Thunder on the Right: The Roots of Conservative Victory in the 1960s,” *OAH Magazine of History*, Vol. 20, No. 5., (Oct., 2006), pp. 24-27.

25 April – Week 14.B

Punk, Hip-Hop and Gender Bending, 1970s-1980s

Primary Source: Jayne County, “Are You Man Enough to Be a Woman?” (1978) (Youtube)

Primary Source: Grandmaster Flash & the Furious Five, “The Message” (1982) (Youtube)

Philip Auslander, “I Wanna Be Your Man: Suzi Quatro’s Musical Androgyny,” *Popular Music*, 23, No. 1 (Jan., 2004), pp. 1-16.

**PRIMARY SOURCE ESSAY DUE**

29 April – Week 15.A

The End of the Cold War, 1980s-2000s

Primary Source: George Bush, State of the Union (1991)

Evelyn Hu-DeHart, “Globalization and Its Discontents: Exposing the Underside,” *Frontiers: A Journal of Women’s Studies*, Vol. 24, No. 2 & 3, 2003, pp. 244-260.

2 May – Week 15.B

The Obama Era, 2008-2019

Primary Source: Barak Obama, “America’s Noisy and Messy Politics” (2010)

Walter Johnson, “Ferguson’s Fortune 500 Company,” *The Atlantic*, April 2015.

6 May – Week 16

Wrap-up

**EXAM TWO REVIEW**

13 May – Week 17

**EXAM TWO**

--11:45am to 2:45pm

## ***CITATION FAQ***

*What do you need to cite?*

Any phrase, sentence or paragraph that you have taken from another source, even if it’s a sentence fragment. For example, if you use the phrase “to be or not to be: that is the question,” you *must* provide a citation to the relevant page in a published edition of William Shakespeare’s play *Hamlet*. As a general rule, if you are using words that someone else wrote, you *must* cite. Failure to do so constitutes plagiarism.

Any information that you found in another source (and isn’t common knowledge), even if you paraphrase. For example, if you write something like “almost ten per cent of the adult males in the United States in 1924 were members of the Ku Klux Klan,” you have to say where you got that information. If you don’t, how do I know that you’re not making it up?

As a general rule, you don’t have to provide citations for information that we covered in class.

*What happens if you don’t cite?*

It depends. The highest grade that a term paper without citations will receive is C+. If you quote substantially from another source and do not (a) indicate that it is a quote and (b) indicate *where* the quote came from, I will consider this plagiarism. You will receive a zero (0) on the paper and I will submit it to the Dean’s office for review.

If you don’t know whether you should cite a passage, quote or information, err on the side of caution and cite it.

*What do you need?*

As a general rule, you will need a bibliography page and footnotes or parenthetical notes in text for all of your references. Please use either the University of Chicago/Turabian citation style or the simplified citation style on the next page.

## ***SUBMISSION POLICY***

All assignments must be submitted *in hard copy* by the beginning of class, and your paper must be submitted to **turnitin.com** on Blackboard. No assignments will be accepted after the deadline, *except with prior arrangement*. If you miss a class – and a deadline – due to illness or other excused absence, you *must* inform me, and submit the assignment to **turnitin.com** (to be followed with hard copy at the earliest opportunity).

Late paper submissions will be accepted for one week with a one-mark penalty for each day late, and only with prior arrangement.

Assignments must be typed double-spaced in 12-point Times New Roman on white paper, stapled or bound in a cover. Handwritten submissions will not be accepted.

## ***PRIMARY AND SECONDARY SOURCES***

Historians refer to primary and secondary sources. A primary source is a document, speech, or other sort of evidence written, created or otherwise produced during the time under study, or by a participant. Primary sources offer an inside view of a particular event. Secondary sources provide interpretation and analysis of primary sources. Secondary sources are usually (though not always) written by professional historians and are one step removed from the original event.

### ***Citation Basics***

As a rule, historians cite sources according to the University of Chicago style. If you plan to pursue further studies in history, you will find it advisable to acquire *A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition: Chicago Style for Students and Researchers* by Kate L. Turabian. For the purposes of this course, you may use the simplified guide below.

#### ***Book***

##### Bibliography:

Lears, Jackson. *Rebirth of a Nation: The Making of Modern America, 1877-1920*. New York: Harper Perennial, 2009.

##### Footnote First Reference:

Jackson Lears, *Rebirth of a Nation: The Making of Modern America, 1877-1920* (New York: Harper Perennial, 2009), 236.

##### Footnote Subsequent References:

Lears, 113. Lears, *Rebirth of a Nation*, 113. (If you cite more than one work by this author.)<sup>[L]</sup><sub>[SEP]</sub>

##### Parenthetical Reference:

(Lears, 236)<sup>[L]</sup><sub>[SEP]</sub>

(Lears 2009, 236) (If you use more than one source by this author.):

#### ***Periodical Article***

##### Bibliography:

Rosenfeld, Sophia. "On Being Heard: A Case for Paying Attention to the Historical Ear." *The American Historical Review* 116 (April 2011): 316-334.

Note that you include the volume number of the journal or publication following the title. Omit it if it is not known.

Footnote First Reference:

Sophia Rosenfeld, “On Being Heard: A Case for Paying Attention to the Historical Ear,” *The American Historical Review* 116, April 2011, 317.

Footnote Subsequent References:

Rosenfeld, 318. [L] [SEP] Rosenfeld, “On Being Heard,” 320.

Parenthetical Reference:

Same as books.