

## 21:512:202:04 US HISTORY II SINCE 1865 (SPRING 2020)

Instructor: Ryan Donovan Purcell

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Office: Conklin 337 Office Hours: By appointment.

Class Location and time: Thursdays 2:30 P.M. to 5:20 P.M., Smith Hall 246

### ***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 informs 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.

### ***COURSE LEARNING OUTCOMES***

- Identify and apply the key historical concepts of change-over-time, cause and effect, agency, historical empathy and continuity and discontinuity, and recognize how these concepts are employed in the historical method.
- Analyze and interpret primary sources with attention to audience, authorship and context.
- Recognize some of the ways in which historians have conflicting interpretations of the past.
- Produce a paper with a clear thesis and appropriate citations based on strong evidence drawn from historical sources.
- Identify and discuss the importance of struggles for equal rights, the increasing engagement of the U.S. in the world, the development of the American economy, the expanding scope and power of the federal government, and shifting attitudes and policies regarding diversity in the United States.

### ***READINGS***

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

**Recommended Reading:** Eric Foner, *Give Me Liberty!: An American History Vol. 2* (Seagull Fifth Edition) ISBN-10:0393614183.

### ***ASSIGNMENTS***

**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. **Attendance is mandatory.** 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.

**Paper Proposal:** Students will develop a strong thesis and identify secondary sources to support their analysis of a primary source. The professor will approve these proposals and papers will be discussed with the class in a peer-review workshop. **DUE MARCH 5. Late proposals without documented excuse will not be accepted.**

**Primary Source Essay:** Students will write one **7-10 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 23<sup>th</sup>. Late papers without documented excuse will not be accepted.**

**Exams:** Two exams will be held in class, one midway through the semester and one at the end of the semester. These exams will include identification questions, multiple-choice questions, short essays and one long essay. **There will be no make-up exams without a documented excuse.**

### **GRADING**

Class Participation.....	5%
Paper Proposal.....	5%
Essay.....	30%
Exam One.....	30%
Exam Two.....	30%
<b>TOTAL</b>	

.....**100%**

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”. <http://academicintegrity.rutgers.edu/academic-integrity-policy/>.

### **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 website at <https://ods.rutgers.edu/students/registration-form>. For more information, please visit the Office of Disability Services in the Paul Robeson Campus Center, Suite 219 or contact [odsnewark@rutgers.edu](mailto:odsnewark@rutgers.edu).

### **VIOLENCE PREVENTION AND VICTIM ASSISTNACE**

Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University’s Title IX Coordinator. If you wish to speak with a staff member who is confidential and does not have this reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)-353-1918, or at [run.vpva@rutgers.edu](mailto:run.vpva@rutgers.edu). Learn more about the office here: <http://counseling.newark.rutgers.edu/vpva>

*Week 1 (January 23)*

**Lecture:** Orientation and foundational concepts

Week 2 (January 30)

**Lecture:** Reconstruction and the Rise of Jim Crow 1865-1900

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

**Discussion:**

Primary Source: Reconstruction Amendments.

Primary Source: Jim Crow Laws.

Week 3 (February 6)

**Lecture:** Closing of the Frontier

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.

**Discussion:**

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

Primary Source: Chinese Exclusion Act (1882).

Week 4 (February 13)

**Lecture:** Progressivism 1900-1917

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

**Discussion:** Discussion

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

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

Week 5 (February 20)

**Lecture:** American Empire

(Excerpt) Gail Bederman, *Manliness and Civilization: A Cultural History of Gender and Race in the U.S. 1880-1917* (1995).

**Discussion:**

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

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

Week 6 (February 27)

**Lecture:** World War One

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.

**Discussion:**

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

Week 7 (March 5)

**Lecture:** Drag and Jazz, 1918-1939

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).

**Discussion:**

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

Primary Source: Wallace Thurman "House-Rent Parties" (1938).

**\*\*PAPER PROPOSALS DUE\*\***

Week 8 (March 12)

**Lecture:** Great Depression and the New Deal

Jared A. Fogel and Robert L. Stevens, "The Canvas Mirror: Painting as Politics in the New Deal," *OAH Magazine of History*, Vol. 16, No. 1 (Fall 2001), pp. 17-25.

**Discussion:**

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

Week 9 (March 19)

**\*\*NO CLASS\*\* (SPRING BREAK)**

*Week 10 (March 26)*

**Lecture:** World War Two and the Origins of the Cold War

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

**Discussion:**

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

Primary Source: Harry S. Truman, "Recommendation for Assistance to Greece and Turkey" (1947).

*Week 11 (April 2)*

**Lecture:** Consumerism, 1945-1960s

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.

**Discussion:**

Primary Source: Burt Bacharach and Hal David, "Wives and Lovers" (1963).

Primary Source: [The American Nuclear Family, Your Family \(1948\)](#) (YouTube).

**\*\*EXAM ONE\*\***

*Week 12 (April 9)*

**Lecture:** Civil Rights Movement and Black Power, 1954-1970s

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.

**Discussion:**

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

Primary Source: Emory Douglas, Untitled (I Gerald Ford am the 38<sup>th</sup> Puppet of the United States (1974).

*Week 13 (April 16)*

**Lecture:** Vietnam and American Empire Cont'd, 1945-1975

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

**Discussion:**

Primary Source: Richard Nixon, Vietnamization (1969).

*Week 14 (April 23)*

**Lecture:** Movements on the Left, 1960s-1970s

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

**Discussion:**

Primary Source: David Bowie, "Lady Stardust" (1972).

Primary Source: Lou Reed, "Walk on the Wild Side" (1972).

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

**\*\*PRIMARY SOURCE ESSAY DUE\*\***

*Week 15 (April 30)*

**Lecture:** Movements on the Right, 1970-2000

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.

**Discussion:**

Primary Source: Ronald Reagan, Candidacy Speech (1979)

**MAY 11<sup>th</sup>: \*\*EXAM TWO\*\***

## **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.<sup>[L]</sup><sub>[SEP]</sub>Rosenfeld, "On Being Heard," 320.

Parenthetical Reference:

Same as books.