US HISTORY II (21:512:202:04) SINCE 1865 (Spring 2021)

Rutgers University
Instructor: Dr. Ryan Donovan Purcell
Email: ryan.purcell@rutgers.edu

Office Hours: By appointment via Zoom
Class Location and time: Recorded Lectures on Canvas (Posted Tuesdays)
Zoom Discussions, Thursdays, 4-5:20 PM EST.

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 19th and 20th 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.

REMOTE LEARNING
This course combines synchronous and asynchronous remote learning strategies. Video lectures will be recorded and posted to Canvas on the dates indicated on the course schedule. Weekly discussion sections will take place via Zoom according to the times and dates indicated on the course schedule. This is an opportunity for students to connect assigned readings to lecture themes and ask questions about the lectures they have viewed. Students can schedule office hours appointments by emailing the instructor and appointments will also be held via Zoom. Exams will be administered electronically, and students will have a twenty-four hours to complete exams and submit them to Canvas. Essay assignments will also be administered electronically via Canvas.

Technological Resources for Students: https://runit.rutgers.edu/technology-launch-pad/.

Contact Information for OIT-Newark Help Desk: https://runit.rutgers.edu/hd/.

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

US HISTORY II | Syllabus
Page 1 of 8
under study.

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

**ASSIGNMENTS**

**Participation:** This course will have some synchronous components. Students will view recorded lectures on their own time (posted to Canvas) and are also required to participate in weekly discussion sessions held through Zoom conference sessions. Everyone is both expected and required to participate in class discussions, and students are required to keep their video feeds on during these sessions. Please remember to dress properly and consider a proper environment, such as not being in bed for class. 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. 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.

**Essay 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 2/25. Late proposals without documented excuse will not be accepted.**

**Primary Source Essay:** Students will write one 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 4/15. Late papers without documented excuse will not be accepted.**

**Exams:**
Students are required to complete two take-home exams, 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. Students must submit exams electronically according to scheduled due date and time. **There will be no make-up exams without a documented excuse.**

**GRADING**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>5%</td>
</tr>
<tr>
<td>Paper Proposal</td>
<td>5%</td>
</tr>
<tr>
<td>Essay</td>
<td>30%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>89.5-100</td>
</tr>
<tr>
<td>B+</td>
<td>84.5-89.49</td>
</tr>
<tr>
<td>B</td>
<td>79.5-84.49</td>
</tr>
<tr>
<td>C+</td>
<td>74.5-79.49</td>
</tr>
<tr>
<td>C</td>
<td>69.5-74.49</td>
</tr>
<tr>
<td>D</td>
<td>59.5-69.49</td>
</tr>
<tr>
<td>F</td>
<td>0-59.49</td>
</tr>
</tbody>
</table>
ACADEMIC INTEGRITY
Rutgers University AI Policy: [http://academicintegrity.rutgers.edu/](http://academicintegrity.rutgers.edu/).
"You must include the following Rutgers Honor Code Pledge on all examinations and major course assignments submitted for grading: “On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment). (Name) (Signature – typing your name is fine) (Date)”.

ACCOMMODATION AND SUPPORT
Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

For Individuals with Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [ods.rutgers.edu](ods.rutgers.edu). Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to [University Policy 10.2.7](http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/) for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: [https://temporaryconditions.rutgers.edu](https://temporaryconditions.rutgers.edu).

For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University’s Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at [http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/](http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/).

For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a confidential resource and does not have an
obligation to report information to the University’s Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

**For Crisis and Concerns:** The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

**For Stress, Worry, or Concerns about Well-being:** The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out TAO at Rutgers-Newark for an easy, web-based approach to self-care and support: https://tinyurl.com/RUN-TAO.

**For emergencies,** call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

**SCHEDULE**

Week 1 (January 18-22)

**Thurs. 1/21, 4:00-5:20PM EST: DISCUSSION (via Zoom):** Introduction and Orientation.

Week 2 (January 25-29)

**Thurs. 1/28, 4:00-5:20PM EST: DISCUSSION (via Zoom):** Themes in American History.


Week 3 (February 2-5)

**Thurs. 2/4, 4:00-5:20PM EST: DISCUSSION (via Zoom):** The Reconstruction Era, 1865-1900.


Primary Source: Reconstruction Amendments.

Primary Source: Jim Crow Laws.

Week 4 (February 8-12)

**Thurs. 2/11, 4:00-5:20PM EST: DISCUSSION (via Zoom):** America’s Gilded Age, 1870-1890.


Primary Source: Chinese Exclusion Act (1882).

Week 5 (February 15-19)

**Thurs. 2/18, 4:00-5:20PM: DISCUSSION (via Zoom):** American Imperialism, 1890-1900.


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

**Week 6 (February 22-26)**
Thurs. 2/25, 4:00-5:20PM EST: DISCUSSION (via Zoom): The Progressive Era, 1900-1916.

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

**ESSAY PROPOSAL DUE**

**Week 7 (March 1-5)**
Thurs. 3/4, 4:00-5:20PM EST: DISCUSSION (via Zoom): World War One, 1916-1920.

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

**Week 8 (March 8-12)**
Thurs. 3/11, 4:00-5:20PM: DISCUSSION (via Zoom): The Great Depression, 1920-1932.


**Week 9 (March 15-19)**
Thurs. 3/18: NO CLASS [SPRING BREAK]

**Week 10 (March 22-26)**
Thurs. 3/25, 4:00-5:20PM EST: DISCUSSION (via Zoom): The New Deal, 1932-1940.

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

**MIDTERM**

**Week 11 (March 29-April 2)**
Thurs. 4/11, 4:00-5:20PM EST: DISCUSSION (via Zoom): World War Two, 1941-1945.

Primary Source: Franklin D. Roosevelt, “Arsenal of Democracy” (1940).
Primary Source: (Photos) Hiroshima and Nagasaki.

**Week 12 (April 5-9)**
Thurs. 4/8, 4:00-5:20PM EST: DISCUSSION (via Zoom): The Cold War, 1945-1953.

**ESSAY WORKSHOP**

**Week 13 (April 12-16)**

**Thurs. 4/15, 4:00-5:20PM EST: DISCUSSION (via Zoom):** An Affluent Society, 1953-1960.

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

**ESSAY DUE**

**Week 14 (April 19-23)**

**Thurs. 4/22, 4:00-5:20PM EST: DISCUSSION (via Zoom):** The Sixties, 1960-1968.

Primary Source: Emory Douglas, Untitled (Gerald Ford, the 38th Puppet of the United States (1974)
Primary Source: David Bowie, “Lady Stardust” (1972).

**Week 15 (April 26-30)**

**Thurs. 4/29, 4:00-5:20PM EST: DISCUSSION (via Zoom):** The Triumph of Conservatism, 1969-1988


**FINAL EXAM: Weds. 5/12, 3-6PM EST**
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 percent 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 Canvas. 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:

Footnote First Reference:

Footnote Subsequent References:
Lears, 113. Lears, *Rebirth of a Nation*, 113. (If you cite more than one work by this author.)

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

Periodical Article

Bibliography:
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:

Footnote Subsequent References:

Parenthetical Reference:
Same as books.