

History of the United States II

Spring 2020

Section 2; 21:512:202

Monday 4:00-5:20 PM

Wednesday 4:00-5:20 PM

LIFE SCIENCES 130

Professor Singer

Office: 326 Conklin Hall

Office Hours:

Mondays, Wednesdays 11:30-12:30

and by appointment

Email

katie.singer@rutegrs.edu

Course Description

This course is an introduction to the academic field of American History. Our focus will be on the major issues and events of American history and culture; both the objective and the subjective will play a part in our interrogation of this subject.

Learning Goals

Our goal is to better understand our country's history through a narrative lens of the U.S., from the Reconstruction era through today. We will study informed opinions on our past, and their contribution to our present. This course will naturally entail the study of primary sources, as well as the study of the historiography that has influenced the contemporary American public imagination.

Academic Integrity

Included in plagiarism is: cutting and pasting from the web without citing; leaving out in-text citations; submitting substantial portions of your past work for credit without prior approval. Engaging in plagiarism will result in a failing grade. If you are unsure if something needs to be cited - just cite it, ask questions, and then we can discuss it. You can access the web page regarding Rutgers' policy using the following link or on our Blackboard menu. <http://academicintegrity.rutgers.edu/>

***The department REQUIRES that the following honor pledge is written and signed on examinations and major course assignments submitted for grading: "On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment)."

Grades

Class Engagement, Attendance, Discussion Board responses **50%**

Miscellaneous Writing assignments = **10%**

Final Presentation = **10%**

Final paper (including proposal and rough draft) = **30%**

Grading Scale:

| | | |
|----|--------|-------------|
| A | (4.0) | OUTSTANDING |
| B+ | (3.33) | VERY GOOD |
| B | (3.0) | GOOD |
| C+ | (2.33) | ALRIGHT |
| C | (2.0) | ACCEPTABLE |
| D | (1.0) | POOR |
| F | (0) | FAILURE |

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. Their tutors work to help students become more independent readers and writers capable of responding well to the demands of writing within the university. The Writing Center is available to them free of charge and encourage them to take advantage of their services to strengthen their reading, writing, and research skills.

Accommodation and Support Statement

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

- **Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. In order to receive consideration for reasonable accommodations, a student with a disability must contact ODS, register, have an initial appointment, and provide documentation. Once a student has completed the ODS process (registration, initial appointment, and documentation submitted) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided to the student. The student must give the LOA to each course instructor, followed by a discussion with the instructor. This should be completed as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS: (973) 353-5375 or ods@newark.rutgers.edu.
- **Religious Holiday Policy and Accommodations:** 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. The Division of Student Affairs is available to verify absences for religious observance, as needed: (973) 353-5063 or DeanofStudents@newark.rutgers.edu.
- **Counseling Services:** Counseling Center Room 101, Blumenthal Hall, (973) 353-5805 or <http://counseling.newark.rutgers.edu/>.
- **Students with Temporary Conditions/Injuries:** Students experiencing a temporary condition or injury that is adversely affecting their ability to fully participate in their courses should submit a request for assistance at: <https://temporaryconditions.rutgers.edu>.
- **Students Who are Pregnant:** The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy: (973) 353-1906 or TitleIX@newark.rutgers.edu.
- **Gender or Sex-Based Discrimination or Harassment:** Students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, should know that help and support are available. To report an incident, contact the Office of Title IX and ADA Compliance: (973) 353-1906 or TitleIX@newark.rutgers.edu. To submit an incident report: tinyurl.com/RUNReportingForm. To speak with a staff member who is confidential and does NOT have a reporting responsibility, contact the Office for Violence Prevention and Victim Assistance: (973) 353-1918 or run.vpva@rutgers.edu.

Frequently Asked Questions

1. *If the syllabus reads for example, "Feb. 14, Discussion of Bugs Bunny Does Dallas" what does that mean?*
It means that when you walk through the classroom door on that lovely afternoon of February 14th you will be prepared to discuss said oeuvre. If a writing assignment is due, then that has to come into the classroom with you as well. Please post all assignments by the end of the day that they are due on *Discussion Board* under the appropriately titled threads - unless directed otherwise.

2. *If I'm absent the day an assignment is due am I off the hook?*

Nope, the assignment is still due that day unless you have a true "excused absence." * **Each class day that an assignment is late, the grade will be lowered.** So, if the assignment that was due the 14th received a B but wasn't turned in until the next class, it would receive a C+. (No minus grades at Rutgers, folks)! If

extenuating circumstances arise, notify me BEFORE the fact. And please don't email me to ask what you missed. That's what the syllabus and Announcements on Blackboard are for.

*Rutgers defines "excused absences" as, "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"

3. *Am I really REQUIRED to check Blackboard Announcements daily?*

Yup, it's an integral part of the class. I will post any updates to assignments there. Consider *Announcements* on Blackboard your ongoing assignment sheet: you need to read it in order to do your assignments correctly. I also post information that might be useful for your particular projects when I find it. And of course, there are my witty comments that you would miss if you neglected to check in.

4. *Do you really care how my writing assignments look?*

I care very much. Papers will be in Chicago style format; Times New Roman font, size 12; double spaced; pages numbered; with type of assignment added to information on left of first page, e.g., "Final Paper." This means 1-inch margins and no double space between paragraphs! Tell your computer to "single space" paragraphs. See the *Libraries* menu on our Blackboard shell for a link to a sample Chicago paper and feel free to use <http://citationmachine.net/>

5. *So, like, does attendance really count?*

It like really does. We discuss things in class that are relevant to your work. Missing a class is missing a lesson and you will fall behind quickly. Any student who misses *eight* 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. An "excused" absence means you have informed me of the VERY good reason you will be/were absent. It counts subjectively, in that I consider you a student who wants to be in class. That can make a difference. But it is *still* an absence. **By the way, if you are late to class 4 times that will equal 1 absence.**

6. *Is the on-line class optional?*

Nope. We will hold class once or twice on **Blackboard** using *Discussion Board*. It's on the syllabus. Missing a class on **Blackboard** is an absence, just as if you failed to come to regular ol' class.

7. *When you say I should email you with any questions, do you really want me to?*

You may email me about ANYTHING. (Of course, you should check Announcements first to see whether your question has already been answered in that forum. I will also provide a thread on *Discussion Board* that is just for questions. Sometimes we don't even know we don't know something until someone else asks it! You know?). I read my email regularly and will always respond, no matter what, so that you know I received your email. If you haven't heard from me within a day, then I probably didn't get your email. Make sure, as well, that you empty your "trash" now and again. It fills up quickly and rejects important emails!

8. *Hey, speakin' of email, can't we just kinda say whatever when writin' you. You actually have email rules?*

I am afraid so. When you email me, you will use full sentences, *nt txt msg* style. You will not address me as, "Hey" or "Yo," or ask me to do anything *ASAP*. And you will sign your name to the email. These are common sense rules when communicating with most anyone via email - such as instructors and employers.

9. *What's the big deal about talking and texting in class? This is college, don't I get more freedom now?*

Not really. While you are now free and encouraged to express yourself during class discussion, you are not free to have a private conversation with another student or "text-mate." It is rude and you will miss something in the process.

Miscellaneous Important Stuff

Start keeping track right away of everything you read and think; record in a notebook or computer file. And always have a notebook in class. I prefer you don't use laptops in class but if you must then please use them only as needed.

Please bring all readings to class - electronically or on paper - along with your annotations. Make sure you have a library account, or you will not have access to many of these readings.

If any tech issues arise, let me know immediately. Please don't come to class unprepared because "the link didn't work." You can often Google the item and find it somewhere else on the web, as well.

When the syllabus says “Discussion of...” you should have watched, listened or read said items and come to class prepared to *discuss* them. One tool for preparation will be your **annotations**. These are required notes that you take on everything you read, listen to, and watch, then post on Discussion Board by 9am the day of class, and then bring to class. You’ll first want to take notes as you read, and then you can organize those notes so you have something to post, and ultimately contribute, to class.

Your annotation post will take the form of 6 sentences for each chapter they are required (minimum - please go further if you’d like!): You will receive an A for each annotation with which you perform this task fully; a C for minimal effort; and an F if you don’t “show up.”

Required Readings

All reading assignments will be posted on Discussion Board or accessible through our library electronically.

Course Schedule

Subject to change of course...

| | | |
|--------|------------------------|---|
| Week 1 | Jan. 22 | RECONSTRUCTION Introductions; Pass out syllabus; Discuss annotating (Bb Assignments) and note taking; Read-around <i>Historymakers (email)</i> ; view <i>Oscar Dunn video</i> |
| Week 2 | Jan. 27 Jan. 29 | FOR MONDAY: Read “The New View of Reconstruction.” (<i>Course Documents</i>). Post annotations on <i>Discussion Board</i> according to prompts-before class. (This is what you’ll do each time for assigned readings and viewings). Chapter discussion in class. FOR WEDNESDAY: read a review of <i>Reconstruction: America’s Unfinished Revolution, 1863-1877</i> by Eric Foner (online on Library website). Post annotations. Be ready to discuss. |
| Week 3 | Feb. 3 Feb. 5 | RESHAPING THE NATION, 1850-1917 MONDAY (Native Americans): Read: “7 Acts of Native Resistance They Don’t Teach in School” on <i>Course Documents</i> . Find additional reliable source on one of the Acts; make notes & find full citation information. (See <i>Assignments</i>). Post citation on <i>DB</i> . WEDNESDAY (Industrial Revolution): Read Chapter 3 <i>How Newark Became Newark</i> (online in Library). Post annotations. |
| Week 4 | Feb. 10 Feb. 12 | MONDAY (Immigration): Read “Jacob Riis: The Photographer Who Showed “How the Other Half Lives” in 1890s NYC.” Class discussion. WEDNESDAY: Immigration Stories due. 1p. |
| Week 5 | Feb. 17 Feb. 19 | WORLD WARS & MODERN AMERICA MONDAY: read W.E.B Du Bois, “Returning Soldiers” (<i>CD</i>) In class: view WWI videos (<i>Course Documents</i>) WEDNESDAY: Read WWI (<i>CD</i>) and give Informal presentations on hyperlink you choose to research. |
| Week 6 | Feb. 24 Feb. 26 | Review essay rubric & final paper-bring rubric in with you. |

| | | |
|---------------------------------|----------------------------|---|
| Week 7 | Mar. 2 Mar. 4 | THE TWENTIES & THE DEPRESSION MON: view “Crash Course” video. Take notes listing every subject you hear! WEDS: read “The New Negro Renaissance.” (CD) Fill out Follow-up form. Bring in 1 primary source that might be useful as you consider your final paper (See <i>Assignments</i>). |
| Week 8 | Mar. 9 Mar. 11 | Midterm period. MON: Bring in your proposal for your final paper. Will discuss in class in workshop format. (See Blackboard <i>Assignments</i>). WEDS: Listen to Oral Histories on Depression in Newark. |
| SPRING BREAK March 16-20 | | |
| Week 9 | Mar. 23 Mar. 25 | WORLD WAR II MON: Read “Why Did American Attack Pearl Harbor?” (CD). Bring in reflection on 1 photo from “Gallery” WEDS: listen/take notes The Children of Hart Mountain (CD). Post annotations on DB. |
| Week 10 | Mar. 30 Apr. 1 | POST-WORLD WAR II ERA MON: Discussion of African-American soldiers coming home. WEDS: Reverse outline workshop. Introduce Clio app. |
| Week 11 | Apr. 6 Apr. 8 | THE LONG CIVIL RIGHTS MOVEMENT MON: Read The Anti-Racism Comic Book Story (CD); do annotations. Review annotated bibliography. WEDS: In class, view <i>Black Panthers</i> FB video. Short talk on BP (group/comic/film[bard]) |
| Week 12 | Apr. 13 Apr. 15 | NIXON & CARTER MON: Read “Nixon Resigns.” Bring in reflection on article. WEDS: Paper workshop. Bring in “Peer Review Sheet” from <i>Course Documents</i> . Also bring in your draft of your final paper. Must be at least 5 pages with 3 sources (1 primary) maximum at this point. |
| Week 13 | Apr. 20 Apr. 22 | “CURRENT EVENTS” MON: Read “Jimmy Carter” Post annotation. WEDS: Newspaper Day. Discuss presentations. |
| Week 14 | Apr. 27 Apr. 29 | MON: due, Follow-up Form on your favorite reading this term (See <i>Course Documents</i>). Discuss. WEDS: Completed annotated bibliography DUE. Presentations start. |
| Week 15 | Monday, May 4 (last class) | Presentations |

**Final Exam week begins, Thursday May 7.
Papers will be due the day of the final exam on Blackboard.**

Make sure to check bibliography and additional sources on *Course Documents* on Blackboard

NOTES:

