

Syllabus, US History 2
Rutgers University, Newark

1. Course and Instructor Information

Semester: Fall 2021
Time: Tuesdays, 2:30pm to 5:20pm
Location: Canvas (This is a synchronous online course.)
Identifiers: Unit 21, Subject 512, Course 202, Section 01
Instructor: Ray Ojserkis, PhD
Contact: ray.ojserkis@gmail.com
Office: Email to set up an online meeting.

2. Course Description

We will survey the United States from the end of the formal Reconstruction era, discussing political, social, and economic changes, and evolving relations with other nations. Our goals are not only to enhance our understanding of United States history, but also to improve our ability to critically analyze evidence and arguments and constantly review, and revise as necessary, our understanding of history.

3. Goals

Our goals include

- A. basic knowledge of modern US history, especially its broad patterns
- B. familiarity with some common interpretations of US history
- C. ability to engage critically with others who often do not share the same interpretations of events
- D. familiarity with use of primary sources, especially the connections between the author's goals and his or her arguments and his or her method of argumentation
- E. improved skills in synthesizing and communicating historical information, and constructing sound arguments

4. Grading Policy

Your course grade will be determined by weighting the graded components as follows:

Unannounced Reading Quizzes: 20% (lowest two grades automatically dropped)
Exam 1: 20%
Exam 2: 20%
Exam 3: 20%
Research Essay: 20%

Your five letter-grades will be converted to numerical equivalents, using the Rutgers letter-grade scale:

<u>Letter</u> <u>Grade</u>	<u>Numerical</u> <u>Equivalent</u>
A	4.0
B+	3.5
B	3.0
C+	2.5
C	2.0
D	1.0

F 0.0

These numbers will be summed. For example, if you have a C+, A, A, C, and B on the five components, your total points are:

$$2.5 + 4.0 + 4.0 + 2.0 + 3.0 = 15.5$$

This is the table for converting the sum to a course grade:

18.75 ≤	A	≤ 20
16.25 ≤	B+	< 18.75
13.75 ≤	B	< 16.25
11.25 ≤	C+	< 13.75
7.5 ≤	C	< 11.25
2.5 ≤	D	< 7.5
0.0 ≤	F	< 2.5

The example above yields a **B** course grade.

(Note: only grades divisible by 0.5 are possible, and therefore the sum of your five components will also be divisible by 0.5.)

Any student who misses four or more sessions through any combination of excused and unexcused absences will have missed more than a quarter of the class time and will not earn credit in this class. Such students should withdraw from the course to avoid an F.

If you are absent or tardy your score for an exam will be an F unless the absence is excusable. According to the Rutgers catalog, “The 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.” Documentation will be required.

5. Course Materials

A. Lecture Handouts (We review these in class.)

For each topic listed in the course schedule there will be a handout in the Home page of our course, in Canvas. Each handout will have a list of key arguments and terms that we’ll discuss. Many also have images, maps, tables, and/or primary source readings in addition to those assigned in the links in the schedule.

The handouts are in MS Word, and some students take notes directly in their own copies of the handouts.

B. Primary Source Documents (You read these before class.)

The schedule below details the readings for each class. The readings are PDFs posted in Canvas.

Primary sources are first-hand accounts, often created by participants or witnesses of events, and sometimes created by first-recorders of events. Examples include, but aren’t limited to, memoirs, speeches, documents, data, polls, and contemporary newspaper accounts. Secondary sources are

sources created by people who didn't participate or witness events, but often have the benefit of perspective, and typically draw from a variety of sources to create a nuanced and complex history that can account for multiple interpretations. Examples include history books and lectures.

We'll try to balance the lectures by reading primary sources in our out-of-class reading. We will discuss, and sometimes read, sections of the readings in almost all classes.

6. Research Essay

Your essay must answer **one** of the following questions for the research essay:

- a) What were the major causes of immigration to the United States in the era after the Civil War and before the First World War?
- b) In the second half of the 19th century, how did Americans attempt to apply their understanding of Darwinian thought on issues such as economics, government reform, and immigration?
- c) Why did the United States fight the Philippine-American War (1899-1902)?
- d) Why did the American automobile industry become the largest in the world?
- e) Why was the United States Federal Reserve created?
- f) How did the Spanish Influenza affect American society?
- g) Was the Volstead Act beneficial for the United States?
- h) To what extent was the New Deal a success? What were its successes and failures?
- i) Was the Good Neighbor policy a success?
- j) Why was the United States attacked on December 7th, 1941?
- k) Why did the Grand Alliance win the Second World War?
- l) Why did the Cold War begin?
- m) Should the United States have signed the North Atlantic Treaty (1949)?
- n) Why did the United States decide to fight a limited war in Korea (1950-53) rather than insist on unconditional surrender of the enemy?
- o) Why did the US support coups overseas during the Cold War? What were the effects?
- p) How accurate is the stereotype of the 1950s as an age of suburban conformity in the US?
- q) How has the Space Age affected life in America?
- r) Were Second Wave feminists substantially different in their aims than earlier feminists?
- s) How successful was the American Indian Movement?
- t) Why did the percentage of children born to unwed mothers in the United States rise in the past sixty years?
- u) What reasons help explain the rise in income gaps in the US and other industrialized nations since the 1970s?
- v) Did the Carter administration handle the Iranian Revolution and subsequent 'hostage crisis' competently?
- w) Was Reaganomics a success?

Write your essays using MS Word, and email them to me at the address above. I will not accept printed copies of your essay. I will submit the essay to plagiarism software, and. If you're not sure what plagiarism is, consider this: <http://en.wikipedia.org/wiki/Plagiarism>. Cite a source every time your essay makes use of an idea, quote, anecdote, study, or fact that you found in someone's work.

I call the essay a “research essay” to emphasize that the quality of your essay is largely dependent upon the quality of your research. Use at least four scholarly articles or published books. The phrase “at least” means you are allowed and encouraged to use more than four sources. The length of the essay should be 1,500 to 2,500 words.

Cite your sources wherever you rely on them, using footnotes, parenthetical notes or end notes. Be very specific when citing a source, using either the Chicago, APA, or MLA format throughout. For details, please consult the [Rutgers Library Guide](#). Cite a source every time you make use of someone's ideas.

7. Drop and Withdrawal Deadlines

The last date for students to drop a course is September 8th, 2021, and the last date to withdraw from a course with a "W" grade is October 25th, 2021.

8. Academic Integrity Policy and Honor Pledge

This is the Rutgers academic integrity policy: <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

On each examination, and on your research essay, you will be required to agree to the following statement:

On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment).

9. Accommodation and Support Statement

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. 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](#) 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>.

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/>.

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.

10. The Writing Center

The Writing Center (<http://www.ncas.rutgers.edu/writingcenter>) offers writing tutoring and writing workshops to all undergraduate students currently enrolled in Rutgers-Newark. Their tutors work to help students become more independent readers and writers capable of responding well to the demands of writing within the university. Writing Center services are free for students.

11. Technology Resources

Rutgers has created a page that helps you find student support, resources, and computer recommendations.

Here is the link: <https://runit.rutgers.edu/technology-launch->

If you have unresolved technology questions, please contact OIT-Newark Help. Support is available via phone, web, or email. Here is the link for contact information: <https://runit.rutgers.edu/hd/>.

12. Schedule

<u>CLASS</u>	<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT (readings located in Canvas, except for those pertaining to essay)</u>
1	Sep 7	Course Overview Industrialization	<i>n/a</i> <i>n/a</i>
2	Sep 14	Settlement of the West Frontier Thesis of US History	Chief Joseph, <i>An Indian's View of Indian Affairs</i> , 1879 & E Roe interview with Federal Writers' Project F J Turner, <i>The Significance of the Frontier in American History</i> , 1893
3	Sep 21	Jim Crow & Great Migration Populism & Progressivism	W E B DuBois, <i>Training Negroes for Social Power</i> , 1903 & B Washington, NNBL address, 1915 Populist Party Platform, 1892 & T. Roosevelt, <i>Who Is A Progressive?</i> , 1912
4	Sep 28	Formal Empire First World War	A T Mahan, <i>The US Looking Outward</i> , 1890 & M Twain, <i>To The Person Sitting in Darkness</i> , 1901 Zimmerman Note, 1917 & Woodrow Wilson, Fourteen Points speech, 1918
5	Oct 5	Exam 1	
6	Oct 12	Prosperity & Normalcy Great Depression (begin)	C Coolidge, speech on taxes, liberty, and philosophy of government, 1924 & C Coolidge, <i>Ancient Days</i> , 1925 letter on Dust Bowl conditions, 1935
7	Oct 19	Great Depression (end) Entrance, World War Two	F Perkins, <i>Roots of Social Security</i> , 1962 C Lindbergh, America First address, 1941 & F Roosevelt, Press Conference on Lend Lease, 1940
8	Oct 26	World-War 2: Overseas World War 2: Homefront	US Strategic Bombing Survey Report on European Theatre, 1945 F Roosevelt, Fireside Chat, April 1942
9	Nov 2	Cold War Origins Korean War	Walter Lippman, <i>Cold War</i> , 1947 H Truman, Radio Report to the American People on Korea and US Policy in Far East, 1951
10	Nov 9	Exam 2	
11	Nov 16	Post-War Consumerism Civil Rights	Henderson, <i>Suburbs: The New American Dream</i> , 1953 Brown v. Board of Education ruling, 1954 & Rosa Parks interview, 1985
12	Nov 23	Sixties Movements (begin) Sixties Movements (end)	Port Huron Statement, 1962 J. Edgar Hoover, <i>Open Letter to College Students</i> , 1970
13	Nov 30	Vietnam War Stagflation & Energy Crises	L Johnson, <i>Peace Without Conquest</i> , 1965 & Paul Potter, <i>The Incredible War</i> , 1965 Gerald Ford, <i>Whip Inflation Now</i> , 1974
14	Dec 7	Declining Faith in Institutions Reagan Revolution	W Colby (CIA chief) discusses potentially embarrassing revelations, 1975 R. Reagan, <i>Inaugural Address</i> , 1981 & R. Reagan, <i>speech to . . . Commons</i> , 1982

Dec 13 **Research Essay Due**
(no class – email your essay)

[Wikipedia, Plagiarism](#)

[Rutgers University Academic Integrity Policy](#)

Dec 23 **Exam 3**
(on a Thursday, at 11:45am)