

US History II (21:512:202.04) Since 1865

Instructor: Dr. Matthew Friedman

Email: matthew.friedman@rutgers.edu

Office: Conklin Hall 337 ♦ Office Hours: Monday 3:30-5:30 pm

Class Location and time: Conklin Hall 346, Monday-Wednesday 10:00 -11:20 am

This course will explore the narratives of America following the Civil War: the stories Americans told of themselves, the stories they told of the racial, national and economic "others," as well as the stories the "others" told of America. In discussing how these narratives intersect, interact and sometimes contradict each other, we will discover the richness and complexities of American life in the late-19th and 20th centuries.

We will focus on a number of themes: Race and slavery; the family, gender and sexuality; class, economic growth and the rise of market capitalism; and, above all the negotiation of the idea of "America" in the spaces around geographical, conceptual and cultural frontiers.

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

READINGS

All readings are in a course pack available at Porta Print Publishing at 33 Halsey Street in Newark. 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, and 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 a two-to-three-page summary of the readings for every class, identifying the main points that each author makes and the way in which the readings are related. I will collect and grade five at random times throughout the term.

Short Paper: Students will write two short, 2-page papers on topics to be announced, based on the readings. The paper deadlines are 2 March and 13 April.

Final Paper: Using the library databases, students will select three scholarly articles (secondary sources) offering different interpretations of an event in American history up to the Civil War and write a 1300-1800 word historiographical paper. The paper must be submitted *in hard copy* at the beginning of class on 29 April.

In-Class Tests: 20-minute exam, based on the readings

Final Exam: A final exam will be held in class during the exam period.

Students *must* write the final exam and submit *both papers* to pass the course.

GRADING

Attendance	10%
Class Participation	10%
Summaries	10%
Short Papers	10%
Final Paper.....	20%
In-Class Tests	20%
Final exam.....	20%
TOTAL	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."

SCHEDULE

21 Jan – Introduction

26 Jan – Class 1

Legacies of Reconstruction

Primary Documents: Elias Hill Testimony and Report of the Joint Committee on Reconstruction

Article: Eric Foner, "Epilogue" in *Reconstruction*.

28 Jan – Class 2

Chicago and the White City

Primary Documents: Richard Watson Gilder, "The White City," Ida B. Wells & F.L. Barnett, *The Reason why the Colored American is not in the World's Columbian Exposition* (selection)

Article: Chapter 8 of William Cronon, *Nature's Metropolis*

2 Feb – No Class

4 Feb – Class 3

The Closing Frontier

Primary Documents: Frederick Jackson Turner, "The Significance of the Frontier in American History"

Articles: Elliott West, "Land" from *The Way of the West*

9 Feb – Class 4

Industry and Labor

Primary Documents: Andrew Carnegie, "The Gospel of Wealth," Gompers, "What Does the Working man Want?"

Article: Melissa Dabakis, "Formulating the Ideal American Worker: Public Responses to Constantin Meunier's 1913-14 Exhibition of Labor Imagery"

11 Feb – Class 5

Immigration

Primary Documents: Ellison Durant Smith speech on the 1924 National Origins Act

Article: Lynne Getz, Biological Determinism in the Making of Immigration Policy

16 Feb – Class 6

Family, Gender and Sexuality

Primary Documents: Frances E.W. Harper, "Enlightened Motherhood," Jane Addams, "Why Women Should Vote"

Article: Estelle B. Freedman, "Sexuality in Nineteenth-Century America: Behavior, Ideology, and Politics"

☐ **IN-CLASS TEST**

18 Feb – Class 7

Progressivism

Primary Documents: Lincoln Steffens, "The Shame of the Cities"

Article: Charles A. Beard, "The Idea of Progress"

23 Feb – Class 8

Empire

Primary Documents: Theodore Roosevelt, "The Strenuous Life," Emilio Aguinaldo, "True Version of the Philippine Revolution"

25 Feb – Class 9

World War I and the 1920s

Primary Documents: Woodrow Wilson, Declaration of War Speech, Fourteen Points Speech, Robert LaFollette "Free Speech"

Articles: Robert Tucker, "A Benediction on the Past: Woodrow Wilson's War Address"

2 March – Class 10

Race and the Great Migration

Primary Documents: Hollace Ransdell ACLU Report on Scottsboro

Articles: Cheryl Hudson. "The Negro in Chicago: Harmony in Conflict, 1919-1922"

Short Paper #1 Deadline

4 March – Class 11

The Jazz Age and the Harlem Renaissance

Primary Documents: Poems by Langston Hughes, Bruce Bliven, "Flapper Jane"

Articles: Gregory Holmes Singleton, "Birth, Rebirth, and the 'New Negro' of the 1920s"

☐ **IN-CLASS TEST**

9 March – Class 12

The Great Depression and the New Deal

Primary Documents: Franklin Roosevelt, First Inaugural Address, Ellen Woodward, "The Lasting Value of the WPA," Aubrey Williams, "The Problem of Unemployment"

Articles: David M. Kennedy, "What the New Deal Did"

11 March – Class 13

The Second World War

Primary Documents: F.D. Roosevelt, "Arsenal of Democracy" speech

Articles: Bilge Yesil, "Who Said this is a Man's War?"

23 March – Class 14

The Cold War

Primary Documents: Harry Truman, "Truman Doctrine" speech, George Kennan, the Long Telegram, NSC 68, Joseph McCarthy, Wheeling WV Speech

Articles: Walter Lafeber, *America, Russia and the Cold War*, "The 'Different World' of NSC-68"

25 March – Class 15

The Postwar Family, Sex and Consumer Society

Primary Documents: Willard Waller, "The Coming War on Women"

Articles: Lisbeth Cohen, *A Consumer's Republic* Chapter 4

30 March – Class 16

Civil Rights

Primary Documents: Brown v. Board of Education, James Farmer, "If Not Now, When?" Martin Luther King, "Letter From a Birmingham Jail"

☐ **IN-CLASS TEST**

1 April – Class 17

The Urban Crisis

Primary Documents: Hyman Rodman, "Family and Social Pathology in the Ghetto"

Articles: Thomas Sugrue, "Introduction" to *The Origins of the Urban Crisis*

6 April – Class 18

Youth Culture

Primary Documents: John W. Aldridge, "in the Country of the Young," Ruth Doyle, "What Nobody Knows About Juvenile Delinquency"

Articles: George Lipsitz, "Who'll Stop the Rain: Youth Culture, Rock and Roll and Social Crises"

8 April – Class 19

JFK, LBJ and The Great Society

Primary Documents: Lyndon B. Johnson, "Great Society" Speech, Michael Harrington. "Taking the Great Society Seriously"

Articles: Robert M. Collins, "Growth Liberalism in the Sixties"

13 April – Class 20

Vietnam

Primary Documents: Tonkin Gulf Resolution, Winter Soldier Investigation excerpt

Articles: Chester J Pach, jr., "And That's the Way it Was: The Vietnam War on the Network Nightly News"

Short Paper #2 Deadline

15 April – Class 21

The Movements of the 1960s

Primary Documents: Allen Ginsburg, *Howl* part I, Students for a Democratic Society, "The Port Huron Statement," Malcolm X, "Ballots or Bullets"

Articles: James Miller, "Past as Prologue" in *Democracy is in the Streets*

☐ **IN-CLASS TEST**

20 April – Class 22

The 1970s and the Sexual Revolution

Primary Documents: Lucian Truscott IV, "Gay Power Comes to Sheridan Square" David L. Kirp, "The AIDS Perplex," Martha Shelley, "Gay is Good."

Articles: Beth Baily, "Prescribing the Pill: Politics Culture and the Sexual Revolution in America's Heartland"

22 April – Class 23

The 1980s: Neo-Conservatism and Consumer Society

Primary Documents: Fredric Jameson, "Post-Modernism and Consumer Society," American Family Association, "Homosexuality: Exposing the Myths."

Articles: Naomi Klein, "New Branded World" in *No Logo*

27 April – Class 24

The 1990s: Globalization and New World Order

Primary Documents: Ronald Reagan, Candidacy Speech, 13 November 1979, George H.W. Bush, Speech of 12 May 1989

Articles: Evelyn Hu-Dehart, "Globalization and its Discontents"

☐ **IN-CLASS TEST**

29 April – Class 25

Wrap-Up and Review

☐ **FINAL PAPER DEADLINE**

4 May – Class 25 - Final Exam Prep

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 the two papers must also 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 submissions of the historiographical paper 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 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.)

Parenthetical Reference: (Lears, 236)

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

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.

Rosenfeld, "On Being Heard," 320.

Parenthetical Reference: As with books.