

History of the US II 1877 to the Present 21:512:202:06
Spring 2018
Tuesdays and Thursdays 11:30AM-12:50PM
CON 449

Dr. Lubot
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Office Hours: Conklin Hall 337, by appointment.

This course is designed to provide undergraduates with a thorough background in the history of the United States from 1877 through the present including, but not limited to: the second great wave of immigration and America's forays into Empire; the Gilded Age and Progressive Era; the two world wars; the Depression and New Deal; consumer society; the Cold War; the rise and fall of liberalism; the Vietnam antiwar movement, women's rights, civil rights, and other political, economic, and social movements; America's challenges in the post-Cold War era and the possibility of a new Cold War. The breadth of the course will allow students to examine US history from many different historical perspectives: social, cultural, economic, political, ethical, technological and environmental. This course emphasizes a "US in the world" perspective, highlighting the US' emergence as a world power over time. The goals of the course are to give undergraduates a basic understanding of pivotal events in the history of the United States and its diverse people, and to enable undergraduates to begin thinking like historians by participating in debate and examining sources and methodology.

Required Readings:

Raymond M. Hyser and J. Chris Arndt's *Voices of the American Past*, Volume II, 5/e is available to rent at the following link:

<https://www.cengagebrain.com/shop/ProductDisplay?storeId=10151&urlLangId=-1&productId=550683&urlRequestType=Base&langId=-1&catalogId=10057>

If you choose to rent an earlier edition, note that you are responsible for all the primary source documents in the fifth edition.

Readings not listed below as "Voices", such as the following, will be available on Blackboard:

Consuelo Vanderbilt Balsan, *The Glitter & the Gold*.

Robert Dallek, *Flawed Giant: Lyndon Johnson and His Times 1961-1963*.

Michael McGerr, *A Fierce Discontent: The Rise and Fall of the Progressive Movement in America 1870-1920*.

David McCullough, *Truman*.

Elaine Tyler May, *Homeward Bound: American Families in the Cold War Era*.

Tim O'Brien, *The Things They Carried*.

Additional readings available on Blackboard.

Students must read the assignment indicated on the syllabus before coming to class on that date, and be prepared to discuss it.

Disabilities Policy

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. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information please contact Kate Torres at (973) 353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting odsnewark@rutgers.edu.

Food/Drink Policy:

Drinks of the non-alcoholic variety are allowed. Food is prohibited.

Technology Policy:

No cell phones or similar devices. They are distracting to you, the students around you, and to the professor. Turn them off, keep them off the desk, and wait until after class to resume use. (See attendance policy below.)

Attendance Policy:

Attendance is mandatory. Students are expected to attend every class, arrive on time, and stay for the duration of the class. There will be no makeup opportunities for missed classes.

Arriving late or leaving early is disruptive to other students, and is only acceptable in an emergency situation. If you arrive late (after I take attendance), or miss attendance because you were briefly out of the room or otherwise distracted, you must send me an email *within a half hour* of the class' conclusion *the same day you miss attendance* explaining why you were late and reminding me of your contribution to that class. I will update Blackboard to change your attendance for that day. Note: I will do this only once. If you are coming from another class and are concerned that it may cause you to be late, you must inform me of this fact (in an email containing the location of the class you are registered for prior to this one and the route you take) within the first two weeks of class. Note: you should not be coming and going frequently from the classroom unless you have a valid medical reason. If you leave before the end of a class, it will count as an absence regardless of whether or not you were present for attendance.

Students may be excused for illness, family emergency and similar extreme situations, and religious observance (see the Rutgers Catalog: (http://catalogs.rutgers.edu/generated/nwk-ug_0608/pg23613.html)). If you plan to claim a religious holiday as an excused absence, you must inform me of this fact via email within the first two weeks of class. As a serious adherent of your faith, you should know at the outset of the semester which holidays are important enough to warrant time away from the civic community of the classroom. The only exception I will make for a belated decision to attend a religious holiday is an unexpected conversion to a new religion (proof of conversion required). Documentation for excused absences must be provided via email. Absences for work, job interviews, travel, and similar events will not be excused.

If you have more than four unexcused absences, your grade will be lower one half grade (from "B+" to "B", for example). If you have more than six unexcused absences, your grade will be lowered one full grade (from "B+" to "C+", for example). 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 to avoid an "F".

Participation:

Participation during class discussion is expected. Debate will count toward your participation grade as well. Students will be judged on the quantity and quality of their participation.

American history is a story of the rise of and interplay between individual rights and civic duties. The classroom is a microcosm of that relationship, and the classroom rules reflect a respect for individual rights and the need for group responsibilities. I expect students to behave in a manner that shows respect for the civic community: for others' needs and desire to learn. Any behavior that might be disruptive to other students, making it difficult for them to hear or distracting them from the lecture, or in any way intimidates them from participating in class, is prohibited and will be counted against the participation grade. This means, in concrete terms: no talking in private conversations (even in whispers), no cell phone use or any other form of texting, no use of computers (except with my permission) or surfing the web, no working on other course homework. Private conversations draw attention away from the common civic forum – if I have to interrupt the class to ask you to stop a private conversation, you will receive an "F" for your participation grade for the course.

Plagiarism Policy:

Plagiarism, or the copying of someone else's words or ideas, will not be tolerated in this class. You MUST SIGN the FORM on plagiarism pledge before any assignments will be accepted. Use footnotes or endnotes when citing someone else's work at all times. See appended "Citation FAQ" and "Citation Basics."

Quizzes:

Some quizzes will be announced, others unannounced. Most quizzes will be closed book individual efforts, but group quizzes, such as a group effort to interpret a primary source, will also count toward your quiz grade. Note: It is impossible to make up the quizzes, as it defeats their purpose. There is no solution to this problem other than: come to class on time, having read the materials. I will drop the lowest of the quiz grades, so this is your insurance policy against missing one quiz due to unforeseen circumstances.

Midterm Exam:

The Midterm Exam will be given on Thursday, March 8th.

Exam:

The University has scheduled the final exam for May 8th from 11:45AM-2:45PM EST. Review sheets will be made available on Blackboard prior to the exam. IF YOU ARE AWARE OF A CONFLICT YOU NOW HAVE WITH THE EXAM DATE AS INDICATED ON THE SYLLABUS, DO NOT TAKE THIS COURSE. MAKE-UP EXAMS WILL ONLY BE ARRANGED IF WRITTEN, ACCEPTABLE EXCUSES ARE PROVIDED. Travel plans do not constitute sufficient reason for missing exams. Students that do not take the exam will not pass the course.

Grading Policy:

Participation: 10%

Quizzes: 20%

Midterm Exam: 30%

Final Exam: 40%

TOTAL: 100%

No extra credit will be available in this course.

Week One:

Jan. 16

Course Introduction

124. A Northern Teacher's View of the Freedmen (1863-65). 125. Charleston, South Carolina at the Conclusion of the Civil War (1865). 126. African-Americans Seek Protection (1865). 127. Thaddeus Stevens on Reconstruction and the South (1865). 128. A White Southern Perspective on Reconstruction (1868). 129. African American Suffrage in the South (1867, 1876).

Jan. 18

The New South and the Western Frontier

130. An African American Congressman Calls for Civil Rights (1874). 131. The Situation for African Americans in the South (1879).

Week Two:

Jan. 23

The Frontier Closes

132. A Native American Remembers Life on the Great Plains (1870s). 133. Hunting Buffalo on the Great Plains (c. 1875). 134. A Century of Dishonor (1881). 135. A Western Newspaper Editorial on the Custer Massacre (1876). 136. Cultural Exchange on the Arizona Frontier (1874). 137. A Native American Remembers the Ghost Dance (1890). 138. Populist Party Platform (1892). 139. "The Significance of the Frontier in American History" (1893). 140. A Woman's Description of Farm Life in Illinois (1905).

Jan. 25

The Industrial Experiment

141. The Cattle Industry (1884). 142. The Impact of Mechanization (1889). 143. Views of Big Business (1883, 1889, 1900). 144. "The Forgotten Man" (1883). 145. The Gospel of Wealth (1889). 146. Preamble to the Constitution of the Knights of Labor (1878). 147. Lynching in the South (1895). 148. W.E.B. Du Bois on Race Relations (1903). 149. The Unwanted Immigrants: The Chinese (1878). 150. "The Story of a Sweatshop Girl" (1902).

151. An Italian Immigrant's Experience in America (1902). 152. A Woman's Perspective on Women and the Economy (1898).

Week Three:

Jan. 30

The New Urban Nation

153. An Insider's View of Hull House. 154. "The American Forests" (1901). 155. Boss Government at Work (1903). 156. The Jungle (1906). 157. The Socialist Alternative (1908). 158. "Why Women Should Vote" (1910). 159. The New Nationalism of Theodore Roosevelt (1912). 160. Women and the Middle-Class Home (1913).

Feb. 1

State and Society

Consuelo Vanderbilt Balsan, *The Glitter & the Gold*.

Week Four:

Feb. 6

The Progressive Era

Michael McGerr, *A Fierce Discontent: The Rise and Fall of the Progressive Movement in America 1870-1920*.

Feb. 8

The Experiment in American Empire

161. The Sinking of the Maine (1898). 162. Aquinaldo's Call for Philippine Independence (1899). 163. An Anti-Imperialist Perspective (1899). 164. The New Manifest Destiny (1900). 165. Perspectives of Overseas Expansion (1898, 1899, 1900). 166. "A Colombian View of the Panama Canal Question" (1903). 167. Roosevelt Corollary to the Monroe Doctrine (1904).

Week Five:

Feb. 13

Making the World Safe for Democracy

168. Woodrow Wilson's Declaration of War Message (1917). 169. Advertising the War Effort (1920). 170. Opposition to the League of Nations (1919). 171. The Red Scare (1920).

Feb. 15

WWI Ends and a New Era Begins

172. A Speech against Immigration Restriction (1921). 173. The Role of Advertising (1922). 174. The Impact of the Automobile (1922).

Week Six:

Feb. 20

The New Era: the 1920s

175. The New Negro (1925). 176. Religion and the Scopes Trial (1925). 177. The Ku Klux Klan's Perspective (1926). 178. The New Woman (1927). 179. American Individualism (1928). 178. The New Woman (1927). 179. American Individualism (1928).

Feb. 22

Fear Itself: Crash and Depression

180. Urban Families in the Great Depression (1931). 181. Women on the Breadlines (1932).

Week Seven:

Feb. 27

Fear Itself: New Deal

182. Franklin D. Roosevelt's First Inaugural Address (1933). 183. A Businessman's View of the New Deal (1934). 184. Editorial Cartoons Opposing the New Deal (1934, 1935). 185. The "Dust Bowl" (1935). 186. Eleanor Roosevelt on Social Welfare (1936). 187. The Tennessee Valley Authority (1937). 188. An African American Evaluation of the New Deal (1940). 189. "The New Deal in Review" (1940).

Mar. 1

War and Society: WWII

190. The Four Freedoms (1941). 191. Isolation from the European War (1941). 192. Roosevelt's Declaration of War Message (1941). 193. Life in a Japanese Internment Camp (1942). 194. Women in the Home-Front War Effort (1942). 195. The Second World War Homefront (1941-1945). 196. African Americans in the Military (1944).

Week Eight:

Mar. 6

The Cold War

197. Truman's Decision to Drop the Bomb (1945). 198. Remembering the Hiroshima Atomic Blast (1945). David McCullough, *Truman*.

Mar. 8

MIDTERM EXAM

Week Nine:

Mar. 20

Containment, Civil Rights, and the Consumer Society

199. "Containment" (1946). 200. NSC-68, a Blueprint for the Cold War (1950). 201. Communists in the Government (1950). 202. Life in the Suburbs (1953). 203. Governor Herman Talmadge's Statement on the Brown Decision (1954). 204. Viewpoint on the Emmitt Till Murder Trial (1955). 205. The Impact of Television (1955). 206. Dwight D. Eisenhower's Farewell Address (1961).

Mar. 22

The Consumer Society Continued

Elaine Tyler May, *Homeward Bound: American Families in the Cold War Era*. 207. Poverty in the Age of Affluence (1962). 208. "The Problem That Has No Name" (1963).

Week Ten:

Mar. 27

The Turbulent 60s

209. Silent Spring (1962). 210. "Letter from Birmingham Jail" (1963). 211. Malcolm X on Race Relations (1964). 212. Lyndon Johnson on the Great Society (1964). 213. SDS Call for a March on Washington (1965). 214. Views of the War in Vietnam (1967).

Mar. 29

Consensus and Confrontation

215. "I Made Promises to Dead People" (1967-1968). 216. A Report on Racial Violence in the Cities (1968). 217. Cesar Chavez and La Causa (1975).

Week Eleven:

Apr. 3

The Politics of Polarization

Tim O'Brien, *The Things They Carried*.

Apr. 5

The Politics of Polarization and Malaise

218. Perspectives on Soaring Oil Prices (1973, 1974, 1976). 219. Sam Ervin on the Watergate Crisis (1974). 220. The Differences between Men and Women (1977). 221. The Question of Affirmative Action (1978)

Week Twelve:

Apr. 10

The Reagan Experiment

222. Iranian Hostage Crisis (1979-1981). 223. The Christian Right's Call to Action (1980). 224. The Reagan Revolution (1981). 225. Reagan's Evil Empire Speech (1983).

Apr. 12

The Reagan Experiment and the End of the Cold War

226. An Editorial on the Removal of the Berlin Wall (1989). 227. Catholic Bishops Call for "Economic Justice" (1986). 228. A Perspective on AIDS (1987). 229. A View on Hispanic Assimilation (1991).

Week Thirteen:

Apr. 17

America After the Cold War

230. Bill Gates and Microsoft (1998). 231. The Changing Demographics of America (1999). 232. The Issue of Same-Sex Marriage (2001).

Apr. 19

The Challenges of the New Century

233. George W. Bush Responds to the Terrorist Attacks (2001). 234. A Response to the USA Patriot Act (2001). 235. The United States and the World (2003). 236. A Perspective on Limiting Immigration to the United States (2006). 237. An Economist on the Financial Crisis (2007). 238. Barack Obama's Victory Speech (2008). 239. Editorial on the Nomination of Sonia Sotomayor to the Supreme Court (2009).

Week Fourteen:

Apr. 24

A New Cold War?

240. Immigration in the 21st Century (2010). 241. Offshore Oil Drilling and the Environment (2010).

Apr. 26

Course Conclusion and Review

May 8 11:45AM-2:45PM EST FINAL EXAM

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 follow the basic citation guide on the next page.

SUBMISSION POLICY

All assignments must be submitted *in hard copy* by the beginning of class, and the paper 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). You will not receive credit for assignments *unless* they are submitted to Turnitin.

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.

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, *every* 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."

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 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)

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.