

512:104| Development of the United States II
Fall 2017
Monday/Wednesday 1:10-2:30 PM
Van Dyck 211

Prof. Jamie Pietruska

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**This syllabus and all course materials will be posted on our course Sakai site:
<https://sakai.rutgers.edu/portal>**

Course Description

This course examines major changes in American politics, economy, society, and culture from the end of the Civil War to the early twenty-first century. We will trace several main themes throughout the semester, including the expansion of the federal government; industrialization and the emergence of a mass consumer culture; changing ideas and policies regarding individual rights, equality, and freedom; and the development of American economic and military power in a global context. This is a lecture/discussion course that relies on a combination of textbook reading and primary and secondary sources as the basis for discussions and writing assignments.

Course Objectives

This course meets the Core Curriculum goals K and L for Historical Analysis (HST).

1. Explain the development of the following aspects of United States history from 1865 to the present: the expansion of the federal government; industrialization and the emergence of a consumer society; changing ideas about individual rights, equality, and freedom; and the emergence of the United States as an economic and military power on the world stage. [Core Curriculum Goal K (Explain the development of some aspect of a society or culture over time.)]
2. Employ historical reasoning to study human endeavors, using appropriate assumptions, methods, evidence, and arguments. [Core Curriculum Goal L]
3. Understand the common analytical approaches and the methodological distinctions among political, economic, social, cultural, and environmental history.
4. Develop a grasp of the basic chronology of United States history from 1865 to the present, with a focus on major events and turning points.
5. Analyze a range of primary sources, including maps, speeches, essays, memoirs, political cartoons, paintings, photographs, propaganda posters, print and television advertisements, films, and music.
6. Construct an argument based on synthesis and analysis of multiple primary sources.

7. Write an analytical essay that develops an argument supported by evidence from primary sources
8. Communicate complex ideas effectively, in standard written English, to a general audience

Course Requirements

Attendance Policy

Students are expected to attend all sessions and to be active and thoughtful participants in class activities. **More than three (3) unexcused absences (i.e., other than a documented illness, documented emergency, religious observance, or university-approved absence) will have an adverse effect on your grade. For each unexcused absence beyond the 3 allowed, your final course grade will be lowered by 2 percentage points.** For example, if you accumulate 5 unexcused absences during the semester and have a grade of 83%, your grade will be lowered to 79%. Please note that an excused absence means that you provide a note from a doctor, dean, or coach that explains your absence. **All absences, whether excused or unexcused, should be entered into the Rutgers University absence reporting website <https://sims.rutgers.edu/ssra/>, where you will indicate the date and reason for your absence.** I will receive an automatic email from this system, so there is no need to send me a separate email regarding your attendance.

Citizenship

The Department of History's "Policy on Mutual Responsibilities and Classroom Etiquette" states, "Our commitments to a strong learning community are expressed in many ways. Respectful professors convey their commitment to the discipline of history and their desire to share its delights and challenges. They are well prepared for class, provide students with clear goals and expectations, listen carefully to student questions and comments, and conscientiously evaluate their students' work. Respectful students bring a strong work ethic to the history courses that they select. They expect to attend the scheduled classes, to be on time, to be prepared for class, and to be attentive during class. A shared respect for the discipline of history and for one another as teachers and students of history is essential to the academic integrity of our program. We must all do our part to maintain an environment of openness and civility that encourages and honors the intellectual achievement represented by the discipline of history." <http://history.rutgers.edu/undergraduate/academic-policies/52-academics/undergraduate-program/108-policy-on-mutual-responsibilities-and-classroom-etiquette> (Accessed January 13, 2016.)

Each of you is a valuable member of our intellectual community this semester, and I trust that you will conduct yourselves accordingly. My goal is that our classroom will be a space for thoughtful, sustained, and respectful engagement with the course material and with each other. In order to achieve that goal, we will need to give each other and the material our undivided attention, which means that texting and online activity unrelated to the class are not permitted for any reason. **If I see you using a mobile phone for purposes unrelated to class, you will be marked "absent" for that day. Laptops and tablets may be used for course-related purposes only.** I trust that you will make your best effort to contribute to our intellectual collaboration by arriving to class on time, participating in class discussions and activities, not distracting yourself or others during class, and not leaving class early (unless you have explained

to me in advance why you must leave early). Ten percent of your course grade will be based on class participation and citizenship.

Assignments

In addition to regular attendance and participation, students will be required to write two 4-5 page analytical essays and take a midterm exam and a final exam. The reading assignments should be completed for the date on which they are listed. **Please remember to bring the assigned readings in hard copy or digital format to class as we will refer to specific passages during discussion.**

Required books (at the Rutgers Bookstore and on reserve at Alexander Library):

William L. Riordan, *Plunkitt of Tammany Hall: A Series of Very Plain Talks on Very Practical Politics*, ed. Terrence J. McDonald (Bedford/St. Martin's, 1994). ISBN: 0-312-08444-7

Textbook: Eric Foner, *Give Me Liberty! An American History* (W. W. Norton, 2017) **Full Fifth Edition, Volume 2: From 1865**

The Full Fifth Edition, Volume 2 is available in 3 different formats:
 Paperback / 978-0-393-61413-8 / \$90.00 at the bookstore
 Looseleaf / 978-0-393-61574-6 / \$63.00 at the bookstore
 Ebook / 978-0-393-61549-4 / \$50 at the bookstore

*****If you purchase a copy of the textbook online, make sure to purchase the Full Fifth Edition, Volume 2 and make sure that it contains the publisher's access code to the InQuizitive digital tool.**

Additional primary source readings will be posted on Sakai.

Academic Integrity

The foundation of this course and any scholarly endeavor is academic integrity. I fully expect that all students will adhere to principles of academic integrity in their work. **You are responsible for understanding the Rutgers policies regarding academic integrity, as outlined at <http://academicintegrity.rutgers.edu>. Ignorance of these policies or the consequences for violations is not an acceptable excuse.**

All written work must be a student's own original work. Any and all references to other sources within your own paper must be properly cited according to the bibliographic conventions of the Chicago Manual of Style, which is available at the Alexander Library and online at the Purdue Online Writing Lab:

<https://owl.english.purdue.edu/owl/resource/717/01/>

If you have any questions about quoting, paraphrasing, or referring to the work of others, please ask! It is better to be safe than sorry, better to have too many citations than not enough and thus run the risk of unintentional plagiarism.

Any and all violations of academic integrity in this course will result in the formal consequences and disciplinary action that are outlined in the Rutgers policy on academic

integrity. I have a zero-tolerance policy for academic dishonesty and refer all violations directly to the Office of Student Conduct.

Grading Policies

- 20% Paper #1 (4-5 pages): Analytical essay comparing the textbook chapter on Reconstruction with the digital history project "Mapping Occupation" (<http://mappingoccupation.org/>)
A detailed assignment description is posted on Sakai.
- 20% In-class midterm exam: 5 short-answer identifications and 1 essay question on *Plunkitt of Tammany Hall*
(A study guide will be distributed well in advance of the midterm exam.)
- 20% Paper #3 (4-5 pages): Analytical essay on the rise of postwar environmentalism based on a collection of primary sources from an online digital archive
(A detailed assignment description will be distributed after the midterm.)
- 20% Final exam: 10 short-answer identifications and 1 essay on postwar conservatism
(A study guide will be distributed well in advance of the final exam.)
- 10% 10 InQuizitive reading quizzes on textbook chapters (administered on Sakai)
- 10% Citizenship and class participation

Late submissions

Please note that late paper submissions will be penalized by half a letter grade (e.g., from B+ to B) for each day they are late, unless you have obtained a letter from a doctor or a dean explaining why you were unable to complete your work on time.

Grading scale

Individual assignments will be graded according to the following scale:
A (93-95%), A- (90-92%), B+ (87-89%), B (83-86%), B- (80-82%), C+ (77-79%), C (73-75%), C- (70-72%), D+ (67-69%), D (63-66%), D- (60-62%), F (59% and below)

Final course grades will conform to University policy that uses "+" but not "-" grades:
A (90% and above), B+ (85-89%), B (80-84%), C+ (75-79%), C (70-74%), D (60-69%), F (59% and below).

Your grades

Our Sakai grade book will be updated regularly throughout the semester, so please make sure to check your grades so that you know where you stand. If you would like to discuss your grades at any point, I am always happy to meet with you during office hours (but I do not discuss grades over email). There are no extra credit assignments in this course, and I do not give out extra points at the end of the semester.

Contacting the Professor

I am available during office hours each week (Mon. 9-9:45 AM, Wed. 12-1, 2:30-4 PM in Van Dyck 311), and I can also have quick conversations before or after class. I check email regularly (pietrusk@history.rutgers.edu) and almost always respond within 24 hours. Please contact me with any questions or concerns as soon as they arise. I am always happy to help however I can.

Students with Disabilities

Rutgers, The State University of New Jersey abides by the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments (ADAA) of 2008, and Sections 504 and 508, which mandate reasonable accommodations be provided for qualified students with disabilities and accessibility of online information. If you have a disability and may require some type of instructional and/or examination accommodation, please contact me during the first week of the semester so that we can arrange the accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, Lucy Stone Hall, Livingston Campus, 54 Joyce Kilmer Ave., Suite A145. Phone: 848.445.6800
Online: <https://ods.rutgers.edu/>

Schedule

***Assigned readings and Inquizitive reading quizzes are due on the day they are listed.**

***All primary source readings listed below (usually a page or two in length) are posted on Sakai as URLs or pdfs. Please bring digital or hard copies of the assigned primary sources with you to class.**

Week 1: Introduction

Wed 5 Sept: Course overview/The American Civil War in History and Memory

Week 2: Race and Violence in the South and the West

Mon 11 Sept: Reconstructing a Nation

Textbook: Foner, *Give Me Liberty!*, chap. 15

Primary sources:

- Mississippi Black Code (1865)
- Sharecropping contract (1866)

Wed 13 Sept: American Frontiers

Textbook: Foner, *Give Me Liberty!*, chap 16, pp. 602-19 (section on “The Transformation of the West”)

Primary sources:

- “A Remonstrance from the Chinese in California” (ca. 1870)
- Frederick Jackson Turner, “The Significance of the Frontier in American History” (1893)
- Excerpt from Zitkala-Ša (Gertrude Bonnin), *American Indian Stories* (1921)

Week 3: Industrialization and its Discontents

Mon 18 Sept: Building a Network Nation

Textbook: Foner, *Give Me Liberty!*, chap. 16, pp. 591-602 (section on “The Second Industrial Revolution”)

Primary sources:

- “Time’s Backward Flight,” *New York Times*, November 18, 1883
- “Clerk of the Weather,” *Chicago Evening Journal*, February 10, 1872

Wed 20 Sept: Economic Inequality and Political Insurgency

Textbook: Foner, *Give Me Liberty!*, chap. 16, pp. 619-37 , chap 17, pp. 640-48

Primary sources:

- Excerpts from Edward Bellamy, *Looking Backward* (1888)
- Omaha Platform (1892)
- Begin reading Riordan, *Plunkitt of Tammany Hall*

Week 4: Progressivism

Mon 25 Sept: Machine Politics and Urban Life (discussion of *Plunkitt of Tammany Hall*)

Primary sources:

- Finish Riordan, *Plunkitt of Tammany Hall*
- Jane Addams, “Why the Ward Boss Rules” (1898)

Wed 27 Sept: Progressive Reformers, Social Uplift, and Social Control

Textbook: Foner, *Give Me Liberty!*, chap. 18 and **InQuizitive reading quiz for chap. 18**, chap. 17, pp. 648-56 (section on “The Segregated South”)

Primary sources:

- Ida B. Wells, “Lynch Law in America” (1900)
- Indiana Sterilization Law (1907)

Week 5: American Empire and World War

Mon 2 Oct: Wars of 1898

Textbook: Foner, *Give Me Liberty!*, chap. 17, pp. 663-77 (section on “Becoming a World Power”)

Writing assignment: PAPER #1 DUE (hard copy due in class)

Wed 4 Oct: Mobilizing Support and Sacrificing Rights on the Home Front

Textbook: Foner, *Give Me Liberty!*, chap. 19 and **InQuizitive reading quiz**

Primary sources:

- Woodrow Wilson, A World “Safe for Democracy,” April 2, 1917
- Fred A. Wirth, “The Part of the Four Minute Man,” in *The Four Minute Men of Chicago* (1919), pp. 24-25 <https://archive.org/details/fourminutemenofc00unit>
- W. E. B. Du Bois, “Returning Soldiers,” *The Crisis* XVIII (May 1919), p. 13

Week 6: The 1920s and the Great Depression

Mon 9 Oct: Conservatism and Consumerism in the New Era

Textbook: Foner, *Give Me Liberty!*, chap. 20 and **InQuizitive reading quiz**

Primary sources:

- Warren G. Harding, "Return to Normalcy," May 14, 1920
<http://teachingamericanhistory.org/library/document/return-to-normalcy/#doc-tabs-full>
- Harry Dexter Kitson, "Understanding the Consumer's Mind," *Annals of the American Academy of Political Science* 110 (Nov. 1923): 131-38

Wed 11 Oct: From Economic Prosperity to Economic Collapse

Primary sources:

- "The Twenties in Contemporary Commentary: The Stock Market Crash of October 29 1929" primary source collection
- Walter A. Friedman, "A Selection of Early Forecasting & Business Charts"
<http://press.princeton.edu/releases/m10057.pdf>
- Excerpts from Studs Terkel, *Hard Times: An Oral History of the Great Depression* (1970)

Week 7: Relief, Recovery, and Reform

Mon 16 Oct: The New Deal

Textbook: Foner, *Give Me Liberty!*, chap. 21 and **InQuizitive reading quiz**

Primary sources:

- Frances Perkins, "The Social Security Act" (1935)
- American Liberty League, "The New Deal vs. Democracy" (1936)

Wed 18 Oct: Dust Bowl/Review for midterm exam

Primary source:

- Excerpt from Caroline Henderson, "Letters from the Dust Bowl," *The Atlantic*, May 1936

Week 8: World War II

Mon 23 Oct: Arsenal of Democracy

Textbook: Foner, *Give Me Liberty!*, chap. 22 and **InQuizitive reading quiz**

Primary sources:

- Western Defense Command, "Instructions to All Persons of Japanese Ancestry," April 30, 1942
- Justice Frank Murphy, Dissent in *Korematsu v. United States* (1944)

Wed 25 Oct: **IN-CLASS MIDTERM EXAM**

Week 9: Cold War Politics and Culture

Mon 30 Oct: Containment in the New Atomic Age

Textbook: Foner, *Give Me Liberty!*, chap. 23 and **InQuizitive reading quiz**

Primary sources:

- *Ground Zero 1945: Pictures by Atomic Bomb Survivors*, MIT Visualizing Cultures <https://ocw.mit.edu/ans7870/21f/21f.027/groundzero1945/index.html>
- Harry S. Truman, "Special Message to the Congress on Greece and Turkey, March 12, 1947"

Wed 1 Nov: Postwar Suburbanization

Textbook: Foner, *Give Me Liberty!*, chap. 24 and **InQuizitive reading quiz**

Primary sources:

- Levittown Homeowners Guide
- "Race Trouble in the North," *U.S. News & World Report*, August 30, 1957

Week 10: The Sixties

Mon 6 Nov: New Social Movements and the Rights Revolution

Textbook: Foner, *Give Me Liberty!*, chap. 25 and **InQuizitive reading quiz**

Primary sources:

- Students for a Democratic Society, The Port Huron Statement (1962)
- Fannie Lou Hamer, Testimony Before the Credentials Committee, Democratic National Convention, August 22, 1964
<http://americanradioworks.publicradio.org/features/sayitplain/flhamer.html>
- Chicago Student Non-Violent Coordinating Committee Leaflet (1967)

Wed 8 Nov: Screening of *Freedom Riders* (2010)

Week 11: The Decline of Postwar Liberalism

Mon 13 Nov: War on Poverty and War in Vietnam

Primary sources:

- Lyndon B. Johnson, "Remarks at the University of Michigan, May 22, 1964"
- Martin Luther King, Jr., "Beyond Vietnam," speech at the Riverside Church Meeting, April 4, 1967
- Paul Potter, "'The Incredible War': Speech at the Washington Antiwar March," April 17, 1968

Wed 15 Nov: Screening of *Dear America: Letters Home from Vietnam* (1988)

Week 12: Age of Limits (1)

Mon 20 Nov: Political and Economic Crises under Nixon and Carter

Textbook: Foner, *Give Me Liberty!*, chap. 26 and **InQuizitive reading quiz**

Primary source:

- Jimmy Carter, "Crisis of Confidence" speech, July 15, 1979

Wed 22 Nov: **NO CLASS** (Friday classes meet today)

Week 13: Age of Limits (2)

Mon 27 Nov: Earth Day and Environmental Politics

Primary sources:

- Ben H. Bagdikian, "The Rape of the Land," *Saturday Evening Post*, June 18, 1966
- Gaylord Nelson, Madison Earth Day Speech (1970)
<http://content.wisconsinhistory.org/cdm/ref/collection/tp/id/29642>
- "Earth Day 1970--Mass Movement Begins," *The Gaylord Nelson Newsletter* (Washington, DC: G. Nelson, 1970)
<http://content.wisconsinhistory.org/cdm/ref/collection/tp/id/49116>
- David Hendin, "Man and His World: Black Environmentalists See Another Side of Pollution" (*Enterprise Science Service*, 1970)
http://www.nelsonearthday.net/docs/nelson_157-4_enterprise_science_black_environmentalists013.pdf

Wed 29 Nov: Feminisms and Anti-feminism [Guest lecture by Ms. Caitlin Wiesner]

Primary sources:

- Betty Friedan, "The Problem That Has No Name," from *The Feminine Mystique* (New York: W. W. Norton, 1964), pp. 15-32
- "No More Miss America!," August 22, 1968
- Maxine Williams and Pamela Newman, *Black Women's Liberation* (December 1970)
- Mirta Vidal, "Women: New Voice of La Raza" (1971)
- Phyllis Schlafly, "What's Wrong with 'Equal Rights' for Women?" (1972)

Week 14: The Rightward Turn

Mon 4 Dec: Grassroots Conservatism

Textbook: Review Foner, *Give Me Liberty!*, chap. 26, pp. 1034-38

Primary sources:

- Young Americans for Freedom, The Sharon Statement (1960)
- Ronald Reagan, "A Time for Choosing," October 27, 1964
<https://millercenter.org/the-presidency/presidential-speeches/october-27-1964-time-choosing>
- Paul Weyrich, "Building the Moral Majority" (1979)

Wed 6 Dec: The Reagan Revolution

Textbook: Review Foner, *Give Me Liberty!*, chap. 26, pp. 1039-51

Writing assignment: PAPER #2 DUE (hard copy due in class)

Week 15: New World Order

Mon 11 Dec: The End of Communism and an Era of Globalization

Textbook: Foner, *Give Me Liberty!*, chap. 27 and **Inquizitive reading quiz**

Wed 13 Dec: A New American Century?/Conclusions

Textbook: Foner, *Give Me Liberty!*, chap. 28

FINAL EXAM: WEDNESDAY, DECEMBER 20, 8:00-11:00 AM

University final exam policies:

<https://scheduling.rutgers.edu/scheduling/exam-scheduling/final-exam-policies>