

Development of the United States since 1865

Dr. Sara Haviland

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Course Description

This course examines the social, political, economic, and cultural developments in modern United States history. Beginning with Reconstruction, we will trace the development of the lives of Americans through the twentieth century. We will explore politics, social movements, culture, and labor. This course will emphasize race, gender, class, religion, sexuality, internationalism, and region as key categories of analysis. We will examine the ways in which regional, national, and international politics influenced the everyday lives of American men and women. In addition to covering the narrative of U.S. history since Reconstruction, we will also address key historiographical debates and methods.

The following syllabus is subject to change in order to satisfy the goals of the course.

Required Text:

Elizabeth Cobbs-Hoffman and Jon Gjerde, *Major Problems in American History*, Volume 2: Since 1865, 2nd Edition

Additional readings are available on Sakai.

Course Requirements

Attendance Policy and Classroom Etiquette

- Students are required to attend class. You should arrive on time and be ready to participate. Three unexcused absences are allowed; each additional unexcused absence will result in the lowering of your grade by half a letter grade. On excused absences, the Rutgers catalog states: "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." It is your responsibility to talk to me if you believe an absence meets the conditions for being excused. Students who miss eight or more sessions for any combination of excused and unexcused absences will not earn credit in this course. Such students should withdraw from the course.
- In addition, students are expected to arrive to class on time. Every three late arrivals will count for one unexcused absence. Please notify me in advance if you have any foreseeable absences, tardiness, or if you need to leave early.
- Turn off cell phones before coming to class. Even phones on silent mode buzz and are disruptive. Texting is also disruptive, not only to me, but to your classmates, and it indicates that you are not intellectually present in class. Any student seen texting during class will be given an unexcused absence.
- If you intend to use your computer during class, please do so only to take notes. Please do not use facebook, twitter, instant messenger, email, blogs, and so forth, during class.

Participation in class - --- 10% OF FINAL GRADE

- Participation in discussion is a course requirement. Participation will be assessed based on the quality of contribution, consistency and improvement, and engagement in class material. Classes will include group activities.

Reading Responses - --- 20% OF FINAL GRADE

Students will be expected to turn in reading responses each week. All reading responses are due at 10am before class on Fridays. Reading responses are designed to help you focus on important aspects of assigned readings, interpret material, and understand the historical significance of events, groups, individuals, and themes.

Each response should answer the following question:

What is interesting about the themes in the assigned reading, and why it important?

Responses should be roughly 1 paragraph, double-spaced. They should offer analysis, not summary, and should specifically reflect the assigned reading. All reading responses should include some evidence from the reading, and must include proper citations. Please turn in your response papers via “Assignments” on Sakai.

Responses turned in after their due date will not be accepted.

Midterm exam --- 25% OF FINAL GRADE

- The midterm exam will be in class on March 4. It will consist of five short identifications and one longer essay. It will cover all of the material addressed to date in this class.

Term Paper, due 4/13 --- 20% OF FINAL GRADE

- For the term paper in this course, students are asked to explore the development of ideas about justice in American history. This assignment will help to situate the experiences of everyday Americans in the context of the United States legal system. Students will acquire a deeper understanding of how U.S. laws, judges, and citizens mobilized ideas about race, class, gender, sexuality, religion, and region, extend American democracy or reshape the U.S. political system.

Students will examine a famous trial in United States history. On February 2, you will be asked to sign up for a trial and over the course of the term you will explore the related materials on the famous trials site. Once you have gone over the material, you will select a side – either the position of the prosecution or the position of the defense – and write a 5-7 page, double-spaced essay detailing your position. Your paper must contextualize the trial, and you should consider key categories of analysis, including race, gender, class, sexuality, and region in your interpretation.

Famous trials site:

<http://www.law.umkc.edu/faculty/projects/ftrials/ftrials.htm>

You may select any of the following trials:

Final exam --- 25% OF FINAL GRADE

- The final exam will consist of five short identifications and one longer essay. The

exam will cover material addressed since the midterm. It will take place on **xxxxxx**.
Please discuss any conflicts with me well in advance of the final.

Plagiarism Policy: Plagiarism is a violation of the Rutgers code of academic integrity. Any student found plagiarizing in this course will have his or her cause sent to the appropriate dean for adjudication. Plagiarism is defined as follows on http://history.rutgers.edu/index.php?option=com_content&task=view&id=109&Itemid=147:

“Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgment is required when material from another source stored in print, electronic or other medium is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge such as names of leaders of prominent nations, basic scientific laws, etc, need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged.

In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any questions about what constitutes plagiarism should be discussed with the faculty member.”

If you have any questions or are confused in any way about what constitutes plagiarism, please discuss it with me. I have a zero tolerance policy on plagiarism and will send any suspected plagiarism directly to the dean.

All of your written work must contain the following statement:

“I understand the definition of plagiarism and I certify that the material handed in constitutes my original work.”

Class Schedule

1/19 - **Introduction**

1/21 - **Reconstruction**

Readings: *Major Problems in American History*, Chapter 1

1/26 - **The West**

Readings: *MPAH* Chapter 2

1/28 - **The Gilded Age**

Readings: *MPAH* Chapter 3

- 2/2 - **Politics and Corruption**
Readings: Sarah Vowell, selections from *Assassination Vacation*, ON SAKAI
- 2/4 - **Imperialism**
Readings: *MPAH* Chapter 4
- 2/9 - **Race at the Turn of the Century**
Readings: Selections from W.E.B. Du Bois, *The Souls of Black Folk*, on Sakai
- 2/11 - **Progressivism**
Readings: *MPAH* Chapter 5
- 2/16 - **Race, Gender, and the Progressives**
Readings: Selections from Jane Addams, *Twenty Years at Hull House*
- 2/18- **World War I**
Readings: *MPAH* Chapter 6
- 2/23 - **The Roaring Twenties**
Readings: *MPAH* Chapter 7
- 2/25 - **The Great Depression**
Readings: *MPAH* Chapter 8
- 3/2 - **The New Deal and the Popular Front**
Readings: *TBA*
- 3/4 - **MIDTERM EXAM**
- 3/9 - **World War II**
Readings: *MPAH* Chapter 9
- 3/11 - **World War II at Home**
Readings: Selections from *TBA*
- 3/23 - **The Postwar World**
Readings: *MPAH* Chapter 10
- 3/25 - **The Cold War at Home**
Esther Cooper Jackson, *This Is My Husband: Fighter for His People, Political Refugee*;
Sally Belfrage, "Catching Commies" in *Un-American Activities: A Memoir of the Fifties* ON SAKAI
- 3/30 - **IN CLASS PAPER WORKSHOP**
Come to class prepared to discuss your position on your trial. You will be working in groups to generate ideas.

- 4/1 - **Culture in the 1950s**
Readings: *MPAH* Chapter 11
- 4/6 - **The Civil Rights Movement**
Readings: Melba Patillo Beals, *Warriors Don't Cry*, Ch 7-12, ON SAKAI; *MPAH* Chapter 12
- 4/8 - **The Sixties**
MPAH Chapter 13
- 4/13 - **Vietnam**
Readings: *MPAH* Chapter 14
PAPERS DUE IN CLASS
- 4/15 - **The New Right**
Readings: *TBA*
- 4/20 - **Reagan and Eighties Culture**
Readings: *TBA*
- 4/22 - **Globalization**
Readings: *MPAH* Chapter 15
- 4/27 - **The 1990s**
Readings: Selections from *One America in the Twenty-First Century*
- 4/29 - **The 21st Century**
Readings: Selections from Mark Danner, *The Road to Illegitimacy: One Reporter's Travels Through the 2000 Florida Vote Re-Count* and other readings
TBA