DRAFT SYLLABUS/WEBPAGE URL TO BE ANNOUNCED/TAs NOT YET IDENTIFIED

DEVELOPMENT OF THE UNITED STATES since 1865

512:104 Fall 2007

James Reed

Van Dyck 118

Office Hours: T&Th. 6:00-7:00, or by appointment:

e-mail: reed@history.rutgers.edu

Teaching Assistants:

Assigned Texts (available in Ferren Mall University Bookstore):


Course Web Page:

Schedule of Classes:

What is History?

Reconstruction, Redemption, and Jim Crow

Read ch.15; visit website

The Closing Frontier

Read ch. 16; visit website

The Rise of Big Business

Read ch. 17; visit website

Populism

Read ch. 18; visit website

The New Folk

Read chs. 19 & 20; visit website

Progressives

Read ch. 22

Examination

The United States as World Power

Read ch. 21; visit website

World War I
Read ch. 23; visit website

Margaret Sanger

Read ch. 24

The 1920s

Visit website

The Great Depression

Read ch. 25; visit website

The New Deal

World War II

Read ch. 26; visit website

Harry Truman and The Cold War

Read ch. 27; visit website

Examination

The Eisenhower Administration

Alfred Kinsey and the Secrets of the 1950s

John Kennedy

Read. ch. 28; visit website

Lyndon Johnson and The Liberal Moment

The Civil Rights Movements: Blacks

Read: ch. 29; visit website

The Civil Rights Movements: Women and Sexual Minorities

Read: Christine Jorgensen: A Personal Autobiography

Bad Times with Nixon and Carter

Visit website

The Reagan Era

Read ch. 30; visit website

The Clinton Era

Read ch. 31; visit website

Essay on "Wright, Jorgensen and I" due December 6

George Bush and 9/11/01

Looking Forward and Backward From 2005

Final Examination: 8:00PM-11:00: Van Dyck 211
Grading Policy

Grades will be based upon the essay due December 6 and three exams (All four of your efforts will be weighed equally at 25%). You are expected to attend all classes (except for religious holidays cleared with instructor) and to read and to review the text and web pages as suggested in the syllabus.

Appeals of exam grades must be made to the instructor who graded your examination. Do not petition Prof. Reed to review your exam unless you have had a conference with the original grader. If you cannot reach an accommodation with the grader, ask the grader to arrange a conference which all three parties involved (student, grader, Prof. Reed) will attend. Prof. Reed will administer and grade all make-up exams. If you miss an exam, contact Prof. Reed (e-mail recommended) to schedule a make-up.

Make-Up Exams

If you cannot take a scheduled exam, arrange with Prof. Reed for a make-up.

Attendance Policy

Please do not enter the class after 7:45. Please do not leave the class until the instructor announces that it is finished. If you must leave class early, please consult Prof. Reed before class begins.

Goals of the Course

In this course you need to construct a narrative for yourself of the significant events in U.S. history. Conscientious use of the textbook and website will aid you in this task. The lectures cannot be a substitute for the factual account provided by the textbook. We assume that you have read the assigned chapters in the textbook as scheduled. The lectures will review some of the materials; they may provide additional interpretations or perspective, but they cannot serve as a substitute for mastery of the textbook.

By participating in this course, you should acquire the basic vocabulary of U.S. history and be able to explain the major events in U.S. history with some sophistication. Thus, if a friend or relative asked—"Who was Jim Crow?" or "What do you think about the Robber Barons?" or "How did the federal government get to be so strong?" or "Who caused the Cold War?" or "Who were the Populists?" or "Why did the U.S. drop The Bomb on Japan?" or "What is a Second Wave Feminist?" or "Was there a Reagan Revolution?"--you should be able to give them a robust answer. Finally, in constructing your narrative of U.S. history, you should acquire knowledge and ways of thinking that help you to participate more effectively in public discussions of major social issues. What role has the state played in the economy? What is the basis of American nationality? What are the sources of equality and inequality? Why can't we all just get along with one another?

Examination Format

The three examinations will have a common format: there will be an essay question and identification questions:

Examples of essay questions:

* Describe and evaluate the federal effort to reconstruct southern society between 1865 and 1880.

* Explain the rise of the giant corporation as the dominant institution in the U.S. economy. Then discuss the consequences of the rise of Big Business.

* Compare and contrast the Populist and Progressive movements.

(In your essay you might address the following questions: Who were the Populists? Who were the Progressives? What concerns inspired their political activism? What were their limitations or failures? Who did the movements differ from one another? What did they have in common?)
*What caused the Great Depression?

*Describe the increase in the power and authority of the federal government between 1914 and 1960. What accounted for these dramatic changes?

*Describe the events that led to the Cold War.

*Evaluate the presidency of Lyndon Johnson.

*How do you account for the "rebirth" of feminism in the 1960s?

*What happened during the "Reagan Revolution"?

**Examples of Identification Questions**

Identify and explain the significance of:

- Platt Amendment
- Emilio Aguinaldo
- War Industries Board
- Alice Paul
- Alfred E. Smith
- Truman Doctrine
- Manhattan Project
- The Popular Front
- The Contract with America

**The Required Paper Due December 6**

You must write an essay in which you compare your experience as a participant in American society with Richard Wright (Black Boy) and Christine Jorgensen (A Personal Autobiography). The essay should be about seven pages or 1750 words (type-written with one inch margins). The purpose is to show that you have read the books and can use them in assessing your situation as a participant in U.S. society. What do these biographies tell us about "identity politics" in modern America? What do you have in common with Richard Wright and Christina Jorgensen? In what ways does your biography differ from their stories? How are their struggles to construct authentic selves typical or atypical of most Americans in the twentieth century?

Both of these works will be discussed in class, but you should begin reading them as soon as possible. Material from Black Boy may be included on the first exam and the same holds for the Jorgensen autobiography on the final.

In evaluating your essays, much credit will be given for your authentic voice. We want your response to the works. Perspectives drawn from secondary works will not be highly valued.

The penalty for a late paper is one letter grade.