**50:512:202:01 Development of the US II** RutgersUniversity at Camden

Dr. Richard Demirjian, Jr. Spring 2017

Office hours: W/F 10:15-11:15 / TH10-11 Fine Arts Bldg. 110

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Course credit hours: 3

Course description: This course examines the political, economic, social, and military history of the United States from the 1860s through the 1970s. The course will also examine the roles played by ethnicity, race, gender, class, the development of a national market economy, and the emergence of a powerful national state in shaping ideas about American identity and its place in the world.

\*Required texts:

Jennifer Keene, Saul Cornell, and Edward T. O’ Donnell*, Visions of America: A History of the United States: Volume II Since 1865*, 2nd Edition.

Kevin J. Fernlund, ed., *Documents to Accompany- America’s History- Volume 2: Since 1865*, Seventh Edition.

Additional readings: Additional photocopied materials *may be* handed out in class or available on reserve at the library, and will be read by students for further discussion.

Course goals: To provide students with a better understanding of the processes, events, and costs involved in America’s rise to global power and its institution of a more pluralistic society in the years following The Civil War. The course aims to demonstrate to students that American history did not occur in a vacuum; that in the late 19th and twentieth centuries America grew and changed significantly and that those processes occurred amidst, or arose out of a world of cultures and ideologies that were in conflict and which continued to shape the contours of modern American life. We will discuss how historical forces have shaped the debates and decisions of those at the humblest and highest levels of American life – from the outhouse to the White House. We will examine the options that were available to American men and women in the past, the actions they engendered, and the results- which we call our history. It is the aim of this course to help students to take away more than a cursory knowledge of the last 150 years of American life. The goal is to show students how Americans in the latter nineteenth and twentieth centuries understood the profound changes in race relations, the composition of their population, the size and reach of their federal government and the national economy, and their expanding role in the global community that swirled about them, and the costs of these changes.

**Academics:**

Grading:

Mid-Term: 30%

 Final: 30%

 Midway Quiz #1 10%

 Midway Quiz #2 10%

 Class performance: 20%

There are five standard letter grades in the University’s grading system and I will assign any one of them as the work before me warrants. In this course, “A” does not stand for Average and a “C” represents an average grade (not a failing one). Below average and unacceptable work will be graded accordingly. That being said; I hope that you all do very well.

Reading: Twice a week (most weeks), I will give lectures on various themes relating to late-19th and 20th century American History that correspond with assigned readings. I will try to make them as interesting as possible. That is my end of the bargain.

Reading is your end of the bargain. Successful students will read, on average, about 40-50 pages per week in this course. Students will receive weekly reading assignments from the assigned books. It is important that you do the reading and come to class prepared to discuss it on days indicated as “Recitation” days. You cannot just come to class, take notes, never open a book, and earn above average grades in this course. Exam essays must offer evidence that a student can **meaningfully** synthesize material from the readings andclass notes in his/her answer to an essay question. An essay response that is a perfect recapitulation of lecture material will score no better than a “C+” unless it is **meaningfully** integrated with information from the readings.

Recitation days: Every Friday (generally) of this semester is designated as a Recitation day. On these days we will primarily discuss assigned readings from the *Documents* reader, although it may be used as an opportunity for debate, film discussion, etc. Attendance and punctuality are required on these days just as on lecture days. While the in-class atmosphere is somewhat looser, this is not an invitation to stroll in late, blow it off, be disruptive, text, converse, etc. These days play a big part in your class performance grade.

Exams: There will be 2 exams in this course:

**Mid-Term in 2 parts:** Monday, **February** **29** and Wednesday, **March 2**

**Final Exam: Monday 5/10 @ 8-11:00 AM**

\*\*Exams are intensive and should demonstrate solid consideration of course reading materials. Students are therefore advised to prepare well and to begin preparing in advance.

Midway Quizzes (10%): Two “Midway” quizzes will be given in this course midway between the start of the course and the Mid-Term and then between the Mid-Term and the Final: on **February 8** and **April 10**. These quizzes will be based upon the first few units of those respective parts of the course and will check your understanding of important themes discussed in lectures and in assigned documents readings. They serve as a gauge of how well you are grasping the material under study.

“Other” Quizzes: I will give surprise, or “pop” quizzes if I feel it has become necessary. Students are expected to do the assigned reading and come to class prepared to participate in discussions. If I sense that the same handful of people is carrying all the discussion and that no one else is reading, I will give a quiz. It’s simple, if you don’t want “pop” quizzes: read. Quiz scores will be factored into students’ class performance grades as they reflect preparedness.

Students must pick up exams and quizzes promptly: There is a one class meeting grace period. Exams which are not picked up within one class meeting of the day they are returned will begin to be penalized 5 points per class meeting. In other words, if I hand back exams on a Wednesday and I am still holding your paper after class on Friday, your 89 just became an 84. If I still have it after class on the following Monday, it is now a 79, etc. I do not enjoy “caddying” students’ work around in my briefcase for weeks at a time. If you are that disinterested in your work, the declining grade shouldn’t bother you anyway. This will not apply to students with excused absences. I determine what constitutes an excused absence.

Class performance: There will be no written homework as such for this course. However, students should come prepared to discuss the assigned readings on Recitation days. Class performance will be graded on a weekly basis, and \*student conduct including attendance, punctuality, and classroom conduct, participation, as well as any quiz grades, all factor into this portion of the course which comprises 20% of the final grade.

Class participation is graded and recorded systematically as follows. If you are absent you receive a 0. (not an F as in 50 or so, a zero) If you come to class on time but don’t participate you receive a √. (a C: you are there, you have a pulse- as average as it gets) If you come on time and participate you receive a √+. (a B: good, you’re trying) If you come on time and participate at a high level you receive a √++. (an A: great work, insightful) If you attend and are unprepared, disruptive, or annoyingly late you receive a √-. (a D: poor, try it in the workplace)

e-mail: All students are expected to be available through the **Rutgers** e-mail system.

Extra credit: There will be **no** individual “extra credit” opportunities in this course.

**Student Conduct:**

Attendance: Students are expected to attend all class meetings. As class performance comprises a considerable proportion of their grade, it is strongly suggested that they do so. Students who choose not to attend class are responsible for all materials, instructions, and /or scheduling changes covered that day and should be prepared to get the appropriate notes or information **from a classmate**, not the instructor.

 Students who come to class and sleep will receive zeros, as they are effectively absent for any scholastic purposes. I am more interested in whether or not your mind shows up. Students with multiple unexcused absences can expect their grades to suffer.

Make a friend: If you do not attend class, (for whatever reason) do not e-mail me to find out what happened- I already covered it all once, and this is not an on-line course. Make a friend today who will help you to catch up or stay informed in such circumstances.

Punctuality: If you don’t feel that this course fits into your dining, commuting, or social schedule, please drop it now. Students who stroll in late are marked proportionally absent for that day, and the lateness will work against their class performance score for that day. Consistent lateness consistently disrupts my lectures and will seriously impact your grade.

Yes! You need a note!: Students who cannot attend class for **ANY** reason and wish to have their absence excused need a note. Students who are ill need a note from the doctor or the University Health Center. “I didn’t feel well,” although suggestive of illness, is not a sufficient medical excuse. If there is a prolonged illness or personal problem t**he proper way to handle such situations is through the Dean of Students’ Office, which contacts all the student’s instructors about the student’s situation.** If your story is undocumented it is not excused – period. This means that exams or quizzes will not be made up. I will not be put in the embarrassing position of asking you for documentation. Therefore, I am telling you in advance that it is required and that it is your responsibility to bring it to me without my asking if you wish your absence to be excused.

**Academic Integrity:** Students should know upon entering this course that academic integrity is taken seriously by the History Department. Students caught cheating on exams, papers, or quizzes will be immediately reported to the Office of the Dean of Arts and Sciences. Any student seen with a phone out during an exam session or quiz for any reason will be considered to be cheating, have their exam or quiz confiscated, and be asked to leave. Students should familiarize themselves with University Academic Integrity policy at:

**http://academicintegrity.rutgers.edu/academic-integrity-disciplinary-process**

Students with Disabilities: Students who have a diagnosed disability on file with the [Office of Disability Services](http://learn.camden.rutgers.edu/disability-services) are eligible for accommodations, as specified by the University. Please contact the Office of Disability Services at 856-225-6442 if you need to begin the process of receiving accommodations. Students who do not have a letter of accommodation from the university will not be eligible to receive accommodations in this course.

\***Electronic devices**: NO. Students must turn off cell phones before entering the classroom. They are a distraction I do not want in my classroom. If you do, you will be asked to put it away or leave. If it happens a second time, rather than speak to you I will contact the Dean of Students’ Office. Consider this the sole warning on this matter. Also, you may not use a tape recorder in class.

**Tentative Schedule:**

Week 1, (1/18-20): **W**: Introduction-syllabus / **F**: Reconstruction, Pt 1

Week 2, (1/23-1/27): **M**: Reconstruction, Pt.2 / **W**: Reconstruction, Pt. 3 / **F**: Recitation

 **Read**: Text, Ch. 14

Week 3, (1/30-2/3): **M**: The West / **W**: The West, Pt. II

 **F**: Recitation

 **Read**: Text, Ch. 15

Week 4, (2/6-10): **M**: Industrialization / **W**: Immigration & Urbanization / **\*Midway**

 **Quiz #1** /

 **F**: Catch up day **or Recitation**

 **Read:** Text, Ch. 16

Week 5, (2/13-2/17): **M**: Gilded Age America / **W**: Recitation /

**F:** The New American Empire, Pt. I

 **Read**: Text Chs. 17-18

Week 6, (2/20-24): **M**: The New American Empire, Pt. II/ **W**: Recitation

 **F: Review session**

**\*Week 7, (2/27-3/3):** **M:** **Mid-Term Exam Pt. 1** / **W**: **Mid-Term, Pt. 2**

 **F**: America and the Great War, Pt. 1: European Backstory

 **Read**: Text, Ch. 20

Week 8, (3/6-10): **M**: America and the Great War, Pt. 2: The Yanks Are Coming /

 **W:** The New Era, Pt. 1: Postwar Upheaval and a Return to Normalcy

 **F**: The New Era, Pt. 2: The Babbitt Years

 **Read**: Text, Ch. 21

Week 9, (3/13-17): **Spring Recess- no classes!**

Week 10, (3/20-24): **M**:The Great Depression, Pt. 1: The Causes

 **W**: The Great Depression, Pt. 2: The Course / The New Deal

 **F**: Recitation

 **Read**: Text, 22

Week 11, (3/27-3/31): **M**: America and the Global Crisis / **W:** Global Crisis, Pt. 2

 **F**: World War II

 **Read**: Text, Ch.23

Week 12, (4/3-7): **M**: The Origins of the Cold War / **W**: Truman and the Cold War

 **F:** Recitation

 **Read**: Text, Ch. 24

Week 13, (4/10-14): **M**: Video- *The Berlin Airlift* **\*Midway Quiz #2** /

 **W**: America in the 1950s- Happy Days?

 **F**: The Civil Rights Movement

  **Read**: Text, Ch. 25 and Ch. 27, pgs. 819-827

Week 14, (4/17-21): **M**: America and Vietnam / **W**: The Vietnam War / **F**: Recitation

 **Read**: Text, Ch. 26

Week 15, (4/24-4/28): **M**: Nixon and the 70s/ **W**: The Reagan Years / **F**: Recitation

 **Read**: Ch. 27

Week 16, (5/1-5): **M: Review session / W: Reading Day-no class**

**Final exam:** **Wednesday 5/10 @ 8-11 AM**