

**History 102-001**  
**The United States Since 1865**

**Lectures:** Tuesday & Thursday 11:00-12:15 (Chemistry 1361)

**Professor:** William P. Jones  
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Office Hours: Th. 1-3 & by appt.

**Teaching Assistants**  
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This course is designed to introduce students to the history of the United States since the Civil War. It considers the major political, economic and social events of that period and how they shaped Americans' views of themselves, their society, and the rest of the world. In addition to lectures and a textbook, students will read novels, memoirs and scholarly accounts that reflect important critiques of American society in the 1880s, the 1920s, the 1930s, the 1960s and the present. Students will also examine speeches, laws, court decisions, and other influential documents from era. In lectures, discussion sessions and their own writing, they will be expected to synthesize those various materials to form a coherent understanding of how and why the United States has changed over the past century.

**Requirements:** Weekly assignments for this course include two lectures, one discussion section, and 50-150 pages of reading. The purpose of discussion is to evaluate student's understanding of lecture and reading materials so it is critical that they attend all lectures and complete the weekly assignment before their section meeting. Students are encouraged to ask questions during lectures, but they should also bring questions about lecture or reading material for discussion during sections.

**Evaluation:** Students will be graded according to their participation in discussion sections (20%), four short papers (15% each), and a final exam (20%). Participation will be measured by a combination of attendance, preparation and contribution to discussions. If necessary, quizzes will be used to encourage preparation. Every student must write Paper 1 (9/4), and choose three of the five remaining papers listed on the syllabus. Papers are due at the start of section and will not be accepted late. Writing will be evaluated for content, argument and style. The final exam will consist of several short essays based on lectures and readings from the entire semester.

**Required Reading:** There are six required books for this course. They can be purchased at Rainbow Bookstore Cooperative, 426 West Gilman Street (257-6050). Reserve copies are also available for 3 hour loan at College Library. Rainbow has some used copies of some of the books by Boyle and Carroll and you may find additional copies at used bookstores. The other books are packaged at a discount price with the textbook (Nash, et al.). If you purchase used copies of these, be sure to get the concise 6<sup>th</sup> edition of Nash. You can read any edition of Bellamy or Steinbeck.

Gary Nash, et al., *The American People: Creating a Nation and a Society* (concise 6<sup>th</sup> edition)

Edward Bellamy, *Looking Backward, 2000-1887*

Kevin Boyle, *Arc of Justice: A Saga of Race, Civil Rights and Murder in the Jazz Age*

John Steinbeck, *Grapes of Wrath*

James Carroll, *An American Requiem: God, My Father, and the War that Came Between Us*

Julia Alvarez, *Once Upon a Quinceañera: Coming of Age in the USA*

Purchase of the Nash textbook will give you access to documents at <<http://www.myhistorylab.com>>. You will need to log-in as a “New User” and then click on “Student.” Choose “MYhistorylab” (not Course Compass or Pegasus) and click “I already have an access code.” Choose American History and then Nash, *The American People*. This will take you through a registration process where you enter the code that came with your book and create a login and password (this should have capital letters and numbers). If you purchased a used copy of the textbook, you will need to either share access with a classmate or purchase access on line. Please see me or your TA if you have trouble accessing the documents.

**Academic Conduct:** Students will be held to the highest standards of academic honesty and integrity. Instances of Academic Misconduct (including cheating and plagiarism) will be prosecuted according to the "Student Academic Misconduct Campus Procedures" of the UW System Administrative Code. Please familiarize yourself with those procedures and their definition of Academic Misconduct:  
<<http://www.wisc.edu/students/conduct/uws14.htm>>

**Abilities:** Students who need special accommodation due to a disability should contact me privately. Please also contact the Mcburney Disability Resource Center <<http://www.mcburney.wisc.edu/>> at 608-263-2741 (phone); 263-6393 (TTY); 263-2998 (FAX); [FrontDesk@mcb.wisc.edu](mailto:FrontDesk@mcb.wisc.edu) to ensure that accommodations are implemented in a timely fashion.

## **Schedule and Assignments:**

### **Week 1**

#### **9/2 Introduction**

**Paper 1 (500-750 words):** Before class on Thursday, visit the arch and other monuments at Camp Randall. Write a two page paper describing the memorials and what it tells you about the Civil War. Who fought in the war, where did they come from? Why did they fight? When was the arch constructed? What aspect of the war was it intended to commemorate? The paper will be collected at your first section meeting.

#### **9/4 A Second American Revolution**

Nash, *The American People*, Chapter 16

Documents

13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> Amendments

## Week 2

### 9/9 The Promise of Reconstruction

#### Documents

Address from the Colored Citizens of Norfolk, Virginia. . . (1865)  
Carl Schurz, *Report on the Condition of the South* (1865)  
Jourdon Anderson to His Former Master (1865)  
The Mississippi Black Code (1865)  
Southern Skepticism of the Freedmen's Bureau (1866)  
Albion W. Tourgee, Letter on Ku Klux Klan Activities (1870)

### 9/11 The New South

Nash, *The American People*, Chapter 17

#### Documents

James T. Rapier, Testimony before U.S. Senate (1880)  
Events in Paris, Texas, from Ida B. Wells, *A Red Record* (1895)  
Opinion of the Supreme Court for Plessy v. Ferguson (1896)

## Week 3

### 9/16 The New West

#### Documents

Chief Red Cloud's Speech (1866)  
Act of Congress, the General Allotment Act (Dawes Act) (1887)  
The Morrill Act (1862)  
The Land Acts (1862, 1873, 1894)  
Proceedings of the Thirteenth Session of the National Grange (1879)  
Frederick J. Turner, "Significance of the Frontier in American History," (1893)

### 9/18 NO LECTURE

Nash, *The American People*, Chapter 18

#### Documents

Memorial of the Chinese Six Companies to U.S. Grant (1876)  
Chinese Exclusion Act (1882)  
Josiah Strong, from *Our Country* (1885)  
George Engel, Address by a Condemned Haymarket Anarchist (1886)  
Start Bellamy, *Looking Backward*

## Week 4

### 9/23 The New Immigration

Nash, *The American People*, Chapter 19

Continue Bellamy, *Looking Backward*

### 9/25 The Gilded Age

Finish Bellamy, *Looking Backward*

## Week 5

**Paper 2 (1000-1500 words. Due in Section):** Written in the tradition of "utopian" literature, Edward Bellemy wrote *Looking Backward* to criticize American society in 1880a as much as to envision a better society in 2000. What did he believe was wrong with American society and what did he propose as a solution? Why was the book so popular among middle-class Americans during the "Gilded Age"? Do you think a similar

book would be popular today? Why or why not? Your paper should draw on lectures, assigned documents and *The American People*, as well as *Looking Backward*.

### **9/30 American Empire**

Nash, *The American People*, Chapter 20

Documents

Alfred Thayer Mahan, *The Interest of America in Sea Power* (1897)

William Graham Sumner, from "On Empire and the Philippines" (1898)

Poem by Ernest Howard Crosby, "The Real 'White Man's Burden'," (1899)

Carl Schurz, *Platform of the American Anti-Imperialist League* (1899)

Poem by Rudyard Kipling, "The White Man's Burden" (1899)

### **10/2 Progress and its Limits**

Nash, *The American People*, Chapter 21

Start Boyle, *Arc of Justice*

### **Week 6**

#### **10/7 Progressives at War**

Nash, *The American People*, Chapter 22

Documents

Boy Scouts of America, from "Boy Scouts Support the War Effort" (1917)

Joseph Buffington, "Friendly Words to the Foreign Born," (1917)

President Woodrow Wilson's Fourteen Points (1918)

Eugene V. Debs, Critique of World War I (1918)

Newton D. Baker, "The Treatment of German-Americans" (1918)

*Abrams v. United States* (1919)

"Gee!! I Wish I Were a Man" Poster

African American Recruiting Poster

#### **10/9 The Roaring 20s**

Nash, *The American People*, Chapter 23

Finish Boyle, *Arc of Justice*

### **Week 7**

**Paper 3 (1000-1500 words. Due in Section):** Ossian Sweet embodied W.E.B. Du Bois' ideal of the "talented tenth," which was in many respects a variation on the American expectation that an individual could improve his or her social status through education, hard work, and thrift. To what extent does *The Arc of Justice* reveal both the fulfillment and the limitations of that vision of self-improvement? Your paper should draw on lectures, assigned documents and *The American People*, as well as *Arc of Justice*.

#### **10/14 100% Americanism**

Steinbeck, *Grapes of Wrath*, Chapters 1-10

#### **10/16 The Great Depression**

Nash, *The American People*, Chapter 24

Documents

Franklin D. Roosevelt, Radio Address (1933)

An Attack on New Deal Farm Policies (1936)  
Father Charles E. Coughlin, "A Third Party," 1936  
Franklin D. Roosevelt's Second Inaugural Address (1937)  
Mrs. Henry Weddington, Letter to President Roosevelt (1938)

## **Week 8**

### **10/21 The New Deal**

Steinbeck, *Grapes of Wrath*, Chapters 11-18

### **10/23 The Second World War**

Steinbeck, *Grapes of Wrath*, Chapters 19-30

## **Week 9**

**Paper 4 (1000-1500 words. Due in Section):** Writing in the tradition of “proletarian” literature, John Steinbeck intended the Joad’s journey from Oklahoma to California to symbolize both the challenges and opportunities faced by working-class Americans during the Great Depression. What did he believe were the causes of their destitution, and what did he believe would sustain them in their journey and allow them to improve their situation? Consider the roles of family, community, corporations and the government. Your paper should draw on lectures, assigned documents and *The American People*, as well as *The Grapes of Wrath*.

### **10/28 The War at Home**

Nash, *The American People*, Chapter 25

### **10/30 Consumers Republic**

Nash, *The American People*, Chapter 26

#### Documents

A. Philip Randolph, "Why Should We March?" (1942)  
Brown v. Board of Education of Topeka, Kansas (1954)  
The Southern Manifesto (1956)  
Ladies' Home Journal, "Young Mother" (1956)  
Dwight D. Eisenhower, Farewell to the Nation (1961)

## **Week 10**

### **11/4 The American Century**

Nash, *The American People*, Chapter 27

#### Documents

Churchill’s “Iron Curtain” Speech (1946)  
George F. Kennan, The Long Telegram (1946)  
National Security Council Memorandum Number 68 (1950)  
Policy statement about American objectives in Southeast Asia (1952)

### **11/6 The Civil Rights Movement**

Nash, *The American People*, Chapter 28

## **Week 11**

### **11/11 The Great Society and the War in Vietnam**

Carroll, *An American Requiem*, 1-123

Documents

President Kennedy's Address to the People of Berlin (June 28, 1963)

Lyndon Johnson, Message to Congress and the Tonkin Gulf Resolution (1964)

George Ball's Dissenting Opinion on Vietnam (1965)

**11/13 The Revival of Feminism**

Carroll, *An American Requiem*, 124-200

**Film:** "Step by Step: Building a Feminist Movement"

**Week 12**

**11/18 The New Left**

Documents

Students for a Democratic Society, The Port Huron Statement

Stokely Carmichael and Charles V. Hamilton, from *Black Power* (1967)

The Gay Liberation Front, Come Out (1970)

The Report of the President's Commission on Campus Unrest (September 1970)

**11/20 The New Right**

Nash, *The American People*, Chapter 29

Carroll, *An American Requiem*, 201-267

**Week 13**

**Paper 5 (1000-1500 words. Due in Section):** Why did James Carroll's criticism of U.S. foreign policy in Vietnam lead him to reconsider his views of the civil rights movement, Christianity, and even his own father? To what degree was his disillusionment shared by other Americans of his generation? Your paper should draw on lectures, assigned documents and *The American People*, as well as *American Requiem*.

**11/25 The End of the Cold War**

Nash, *The American People*, Chapter 30

Documents

Ronald Reagan, Address to the National Association of Evangelicals (1983)

Ronald Reagan, Support for the Contras (1984)

Ronald Reagan, Speech at the Brandenburg Gate (1987)

Ronald Reagan, Iran Contra Address (March 4, 1987)

**11/27 THANKSGIVING – NO CLASS**

Start Julia Alvarez, *Once Upon a Quinceañera*

**Week 14**

**12/2 The New New Immigration**

Nash, *The American People*, Chapter 31

Documents

LBJ Immigration Act (1965)

Illegal Immigration Reform and Immigrant Responsibility Act of 1996

**12/4 9/11 and the "Return of History"**

Finish Alvarez, *Once Upon a Quinceañera*

Document

George W. Bush, National Security Strategy (September 2002)

**Week 15**

**Paper 6 (1000-1500 words. Due in Section):** Why is Julia Alvarez ambivalent about the Quinceañera and how do her feelings about the celebration reflect the broader challenges and opportunities faced by immigrants to the United States in the early 21<sup>st</sup> century? Discuss her ambivalence about feminism and sexuality, consumerism and poverty, and cultural change and tradition. Your paper should draw on lectures, assigned documents and *The American People*, as well as *Once Upon a Quinceañera*.

**12/9 Looking Backward**

**12/11 Review**

**Final Exam: December 18 12:25-2:25PM**