

History 102 – U.S. History, Civil War to the Present, Spring 2009

Prof. Jennifer Ratner-Rosenhagen
Mosse Hum. Bldg. 4112
ratnerrosenh@wisc.edu
TR 11:00 a.m.-12:15 p.m., plus weekly
discussion section
Room: 1121 Humanities
Office Hours: T 1:15-2:15; R 12:30-1:30

TAs:
Jeannine Cole & Dave Gilbert
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Course Description

This course is designed to survey the major events and issues that have shaped American history from the Civil War to the present. We will focus on key political, social, economic, and intellectual transformations in modern America, and examine how factors such as race, ethnicity, gender, class, political affiliation, and moral sentiment have played a role in defining American experience. We will examine the historical events and actors themselves, as well as how certain developments and personalities go on to shape cultural memory and national identity. In addition, our course lectures will place historical events in American life within a transatlantic context in an effort to identify which were particular to America and which reflected broader developments in the wider world.

Course Structure and Assignments

This course will meet three times a week. On Tuesdays and Thursdays, class will be devoted to lectures which will lay out the major themes of the time period under examination. In addition, you will have **weekly discussion sections** lead by Jeannine Cole and Dave Gilbert which will focus on your primary source assignments.

As class participation is a significant portion of your final grade, it is expected that you attend every discussion class, and that you come prepared to thoughtfully discuss the assigned readings. There will be a number of pop quizzes in your discussion sections. The format of the quizzes may differ: you can expect some with true/false and multiple choice questions, some with short answer and essay questions, and some short in-class reaction papers. The lowest two quiz grades will be dropped. There are no make-up quizzes. (If you miss discussion on a day in which a pop quiz was given, that zero can be one of your two grades dropped).

In order to successfully contribute to the class discussions and to do well on the quizzes, it is essential that you not only do all of the reading before class, but that you come having reflected upon what you have read. **You are expected to bring your primary source readings to every class meeting.** Please note that doing your weekly reading is not only vital for your effective participation in class discussion and for success on the quizzes, it is also crucial in order to do well on the exams. Students are required to attend both lectures and discussion sections.

There will be two midterm exams and a final exam. There will be no make-up exams.

Discussion Sections:

Section #	Day & Time	Location
301	M 12:05 p.m.	B341 Van Vleck
302	M 2:25 p.m.	B 139 Van Vleck
303	T 2:25 p.m.	4035 Vilas
304	T 3:30 p.m.	2625 Humanities
305	W 9:55 a.m.	207 Van Hise
306	W 12:05 p.m.	2653 Humanities
307	R 2:25 p.m.	1221 Humanities
308	R 3:30 p.m.	2625 Humanities

Discussion sections have a cap because they are designed to be small enough to foster effective participation. Therefore, it is essential that students attend the section in which they are registered. If, however, on occasion you must attend a different discussion section, please consult the T.A. Do not simply show up to another discussion section without informing the T.A. first.

Grading

Class Participation (attendance, and informed contribution to weekly discussions)

20%

Pop Quizzes (your lowest two grades will be dropped) **15%**

Midterm 1 **20%**

Midterm 2 **20%**

Final Exam **25%**

Please note: Exam and final grades will not be changed unless a recording or mathematical error is discovered.

Readings

The following books are available for purchase at the University bookstore:

James L. Roark, et. al., *The American Promise, Volume II: From 1865*, 4th edition (2009)

Robert S. Lynd & Helen Merrell Lynd, *Middletown: A Study in American Culture* (1929)

J.D. Salinger, *Catcher in the Rye* (1951)

Barack Obama, *Dreams from My Father: A Story of Race and Inheritance* (2004)

All short readings are on e-reserve unless marked otherwise. We will also be reading three books, all of which are available for purchase at the University bookstore, and are on 3-hour reserve at the College Library.

Academic Expectations

Students in this course will be expected to uphold the highest standards of academic honesty and integrity. Any form of academic misconduct such as cheating or plagiarism will be prosecuted in accordance with the “Student Academic Misconduct Policy & Procedures” at <http://www.wisc.edu/students/saja/pdf/UWS14.pdf>.

Note to Students with Disabilities

Please notify me early in the semester if you have a documented requirement for accommodation in this course. If you have any questions about this or require any assistance, feel free to contact me or the McBurney Disability Resource Center at 263-2741.

Week 1: Introduction to the Course

- (1/20) Introduction
- (1/22) Civil War: “A House Divided”

No reading assignments this week



Abraham Lincoln

Week 2: Reconstruction

Textbook Reading: Roark, *AP*, ch. 16

- (1/27) Reconstruction, I: “To Bind Up the Nation’s Wounds”
- (1/29) Reconstruction, II: “A Revolution but Half-Accomplished”

Reading for Discussion:

Frederick Douglass, “What to the Slave is the Fourth of July?” (1852)

James S. Pike, selection from *The Prostrate State: South Carolina under Negro Government* (1873)

Week 3: Western Expansion and Legacies of Conquest

Textbook Reading: Roark, *AP*, ch. 17: 591-603, 612-625

- (2/3) Westward Bound
- (2/5) Expansion and Dispossession: Contact, Conflict, Resistance, and Removal

Reading for Discussion:

Carl Schurz, “Present Aspect of the Indian Problem” (1881)

Frederick Jackson Turner, “The Significance of the Frontier in American History” (1893)

Zitkala-Sa, “Why I Am a Pagan” (1902)

[online at <http://etext.lib.virginia.edu/toc/modeng/public/ZitPaga.html>]

Week 4: The Gilded Age

Textbook Reading: Roark, *AP*, ch. 18:626-647, 660-663; ch. 19: 683-688

(2/10) Incorporation of America: The Culture of Capitalism

(2/12) Incorporation of America, II: Industrialization through the Eyes of Laborers



Charlotte Perkins Gilman

Reading for Discussion:

William Graham Sumner, selection from *The Absurd Effort to Make the World Over* (1894)

Henry Demarest Lloyd, selection from *Wealth Against Commonwealth* (1894)

Charlotte Perkins Gilman, selection from *Women and Economics* (1898)

Week 5: Commonwealth and Empire

(2/17) **Midterm 1**

(2/19) Imperialism

Textbook Reading: Roark, *AP*, ch. 20: 705-720, 727-741

Reading for Discussion:

Josiah Strong, selection from *Our Country* (1885)

Alfred T. Mahan, selection from *The Influence of Sea Power* (1890)

Theodore Roosevelt, “The Strenuous Life” (1899)

George Hoar, “Against Imperialism” (1902)



Theodore Roosevelt

Week 6: Progressive Crusade

Textbook Reading: Roark, *AP*, ch. 21

(2/24) Scientific Efficiency, Moral Uplift, and Secular Redemption: The Progressive Impulse

(2/26) Progressive Pluralism

Reading for Discussion:

Jane Addams: “Subjective Necessity of Social Settlements” (1892)

Rheta Child Dorr, “The Woman Mind Transform Society” (1910)

Randolph Bourne, “Transnational America” (1916)

Week 7: The U.S. Becomes a World Power

Textbook Reading: Roark, *AP*, ch. 22: 786-811, 820-822

(3/3) America and the Great War, Part I

(3/5) America and the Great War, Part II



Woodrow Wilson

Reading for Discussion:

Woodrow Wilson, “War Message to Congress” (1917)

Woodrow Wilson, “The Fourteen Points” (1918)

Emma Goldman, “Preparedness, the Road to Universal Slaughter” (1915) Online at:

<http://sunsite3.berkeley.edu/Goldman/Writings/Essays/preparedness.html>

Week 8: The “Roaring Twenties” and the Perils of Prosperity

Textbook Reading: Roark, *AP*, ch. 23

(3/10) Modernity and its Discontents

(3/12) The Jazz Age and Commercial Culture

Robert S. Lynd and Helen Merrell Lynd, *Middletown: A Study in American Culture* (1929)

Following Selections: Foreward (v-vii); Introduction (3-17); Getting a Living [I] (21-89), Making a Home [II] (93-178); “Traditional Ways of Spending Leisure” (225-250); “Inventions Re-Making Leisure”(251-271); “Dominant Religious Beliefs” (315-331); “Things Making and Unmaking Group Solidarity” (478-495); Conclusion (496-502)

Week 9: Spring Break

Week 10: New Deal

(3/24) The New Deal: “Revolution or Restoration?”

Textbook Reading: Roark, *AP*, ch. 24

(3/26) **Midterm 2**

No Discussion Section This Week

Week 11: “The Good War”

Textbook Reading: Roark, *AP*, ch. 25

(3/31) International Disintegration: The Rise of Totalitarianism Abroad

(4/2) War at Home

Reading for Discussion Section:

Erich Fromm, selection from *Escape from Freedom* (1941)

Hannah Arendt, “Total Domination” (1951)

W.E.B. DuBois, “The Negro and the Warsaw Ghetto” (1952)



Hannah Arendt

Week 12: The Politics and Culture of America in the 1950s

Textbook Reading: Roark, *AP*, ch. 26: 946-972, 977-981

(4/7) Cold War and Anticommunism

(4/9) Passover: No Class Meeting

No Discussion Section This Week

Week 13: The Politics and Culture of America in the 1950s, continued...

Textbook Reading: Roark, *AP*, ch. 27: 982-984, 990-1019

(4/14) Abundance and Alienation

(4/16) Emergence of the Civil Rights Movement

Reading for Discussion:

J.D. Salinger, *Catcher in the Rye* (1951)

Week 14: Democracy is in the Streets

Textbook Reading: Roark, *AP*, ch. 28

(4/21) From Civil Rights to Great Society

(4/23) 1960s: The War at Home and Abroad



Martin Luther King, Jr.

Reading for Discussion:
Russell Kirk, selection from *The Conservative Mind* (1953)
Brown vs. Board of Education (1954)
Southern Manifesto on Integration (1956)
M.L. King, Jr. "Letter from a Birmingham Jail" (1963)
Malcolm X, "The Black Revolution" (1964)

Week 15: America in the 1960s and 1970s

Textbook Reading: Roark, *AP*, 29

(4/28) After Vietnam: The Legacy of Defeat

(4/30) 1970s: The American Century and its Paradoxes

Reading for Discussion:

William F. Buckley, Jr., selection from *National Review* (1955)

Students for a Democratic Society (S.D.S), excerpt from
"Port Huron Statement" (1962)

Lyndon B. Johnson, "Why We Are in Vietnam" (1965)

Anselma Dell' Olio, "The Sexual Revolution Wasn't Our
War" (1971)

Martin Luther King, "Why I am Opposed to the War in
Vietnam" (1967) [video]

[http://www.lib.berkeley.edu/MRC/pacificviet/river
sidetranscript.html](http://www.lib.berkeley.edu/MRC/pacificviet/river
sidetranscript.html) [transcript]



William F. Buckley, Jr.

Week 16. The Collapse of Communism, New Global Alignments, and the Contested Contours of American Identity

Textbook Reading: Roark, *AP*, ch. 30; ch. 31: 1140-1143; 1157-1167

(5/5) From Cold War to New Global Alignments

(5/7) Post-Ethnic America

Reading for Discussion:

Barack Obama, *Dreams from My Father: A
Story of Race and Inheritance* (2004)



Barack Obama

Final Exam: May 15, 2008, 12:25-2:25 p.m.