

**History 102: The United States since the Civil War
Spring 2015**

REVISED 1/21/15

Professor: William P. Jones

Email: wjones3@wisc.edu

Office: 5135 Humanities

Phone: (608) 263-1784

Office Hours: Wednesday 10am-12pm, or by appointment

Lectures: Monday, Wednesday, Friday @ 8:50-9:40am

Location: Humanities 1121

Teaching Assistants:

Leah Webb-Halpern

Email: webbhalpern@wisc.edu

Office: Humanities 4268

Phone: 263-1867

Anthony Pietsch

Email: adpietsch@wisc.edu

Office: Humanities 4271

Phone: 890-3306

This course provides an introduction to the history of the United States between the end of the Civil War and the present. It also introduces students to basic questions involved in the study of history more broadly, including how to assess and utilize historical sources, how to make a historical argument, and what history can and cannot teach us about the present and future. The central theme of the course is the way that Americans have understood and sought to address the social and economic transformations that shaped their own lives and those of the people around them. We will begin with the effort to re-unite the nation following the Civil War, and how it was complicated by the transformation of the economy, the territorial expansion of the United States, and anxiety over the racial and ethnic identity of the nation. Those questions set the stage for the Progressive Era, when Americans turned to the government as a vehicle for addressing economic and social conflicts and also for extending American ideals and interests abroad. The role of the state expanded further in the 1940s and 1950s, as the United States experienced unprecedented economic growth and international power, but these developments also raised debates over government's role in ensuring equality and prosperity for all citizens. Those contractions continued through the turn of the 21st century, as Americans continued to debate the legitimate size and role of government in the context of renewed immigration, rising economic inequality, and anxiety about the nation's stature in the world.

Evaluation: Students will be graded according to their participation in discussion sections (20%), four short papers (5, 10, 15 and 20%), and a final exam (30%). Participation will be measured by a combination of attendance, preparation and contribution to discussions. If necessary, quizzes will be used to encourage preparation. 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 one short essay covering the final reading and a longer essay covering the entire course. **Use 12 pt. font, 1" margins, and double spacing for all written assignments.**

Grade scale: A (93-100); AB (88-92); B (83-87); BC (78-82); C (70-77); D (60-69); F, below 60

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); FrontDesk@mcb.wisc.edu to ensure that accommodations are implemented in a timely fashion.

Required Reading: There are five required books for this course. They can be purchased at A Room of One's Own Bookstore, 315 W. Gorham St. (257-7888). They are all available in paperback and students can purchase used copies where they are available.

James A. Henretta, Eric Hinderaker, Rebecca Edwards and Robert O. Self, *America: A Concise History*, Volume 2: Since 1865 (Bedford/St. Martin's, 6th Edition, 2015)

Jane Addams, *Twenty Years at Hull House*, Edited with introduction by Victoria Bissell Brown (Bedford/St. Martin's, 1999)

Ronald Story and Bruce Laurie, *The Rise of Conservatism in America, 1945-2000: A Brief History with Documents* (Bedford/St. Martin's, 2008)

Chester Himes, *If He Hollers Let Him Go* (Any Edition, 1945)

Kao Kalia Yang *Late Homecomer: A Hmong Family Memoir* (Coffee House Press, 2008)

Week 1: Introduction NO SECTIONS THIS WEEK

Reading: Henretta et al., *America: A Concise History*, Chapter 15, pp. 438-466

Special Assignment (Bring Your Notes to Section Next Week): Visit the memorial arch at Camp Randall and take notes on the following questions:

1. What can you learn from the memorial about the history and meaning of the Civil War?
2. What aspects of the Civil War are not referenced in the memorial?
3. What other war is mentioned in the memorial?

January 21 Why Study American History?

January 23 The Second American Revolution

Week 2: Rebirth of a Nation SECTIONS BEGIN

Reading: Henretta et al., *America: A Concise History*, Chapters 16-17, pp. 467-523

January 26 Closing the Frontier
January 28 The Rise of the Corporation
January 30 The Crisis of Labor

Week 3 The Gilded Age

Reading: Henretta et al., *America: A Concise History*, Chapters 18-20, pp. 524-607
Jesse J. Gant, "Patriotism is Above Political Consideration': A Look Back at the Fiftieth Anniversary of the Civil War in Wisconsin," *Wisconsin Magazine of History*, (Spring 2011), 28-41 [Posted on Learn@UW]

February 2 The Search for Order
February 4 The Populist Moment
February 6 Race and Reunion

Week 4 American Empire?

Paper #1 (2 pages, due in section this week)

How useful as a historical document is the Camp Randall Memorial Arch? What does it tell you about the causes and effects of the Civil War, and what does it leave out? What does it reveal about the period in which it was erected? Your answer should refer to specific features on the monument, and draw on lectures and the assigned readings for context.

Reading: Henretta et al., *America: A Concise History*, Chapter 21, pp. 608-638
Brown, Introduction to *Twenty Years At Hull House*, pp. 1-38

February 9 "An Empire of Liberty"
February 11 Manliness and Civilization
February 13 Imperialism at Home

Week 5: The Age of Reform

Reading: Addams, *Twenty Years At Hull House*, Chapters 2, 5, 7, 8, 10, & 11, and Florence Kelley, "Hull House," William G. Sumner, "The Concentration of Wealth," Editorials from the *New York Call*, and Edward Alsworth Ross, "Racial Consequences of Immigration."

February 16 The Women's Era
February 18 Varieties of Progressivism
February 20 The Wisconsin Idea

Week 6 The New Era

Reading: Henretta et al., *America: A Concise History*, Chapter 22, pp. 639-664

February 23 Radicalism and Repression

February 25 The New Exclusion

February 27 Great Migrations

Week 7 The Great Depression

Paper #2 (2 pages, due in section this week)

What role did Jane Addams believe the state should play in addressing poverty, ethnic and racial conflict, and labor violence in early 20th century Chicago, and how did her solutions differ from those of William G. Sumner, the editors of the *New York Call*, and Edward Alsworth Ross? Your answer should cite specific examples from *Twenty Years at Hull-House* and the essays published with it, and draw context from lectures and the textbook.

Reading: Henretta et al., *America: A Concise History*, Chapters 23-24, pp. 665-725

March 2 Boom and Bust in the Jazz Age

March 4 The Great Depression

March 6 Making a New Deal

Week 8 The Second World War

Reading: Himes, *If He Hollers Let Him Go*

March 9 The Road to War

March 11 Arsenal of Democracy

March 13 Good War or Race War?

Week 9 The Cold War

Reading: Henretta et al., *America: A Concise History*, Chapter 25-26, pp. 726-787

March 16 Origins of the Cold War

March 18 The Domestic Cold War

March 20 The Affluent Society

Week 10 The Rights Revolution

Paper #3 (2 pages, due in section this week)

In what respects did the experiences of Bob Jones and Madge, as related by Chester Himes in *If He Hollers Let Him Go*, reflect the expansion and restriction of social citizenship in the United States during the Second World War? You will need to define social citizenship, support your argument with specific examples from the novel, and draw context from lectures and the textbook.

Reading: Henretta et al., *America: A Concise History*, Chapter 27-28, pp. 788-848

March 23 For Jobs and Freedom

March 25 Film: "Step by Step: Building a Feminist Movement, 1941-1977"

March 27 A Movement of Movements

Week 11 Spring Break

Reading: Story and Laurie, *The Rise of Conservatism in America, 1945-2000*, 1-88

Week 12 The New Right

Reading: Story and Laurie, *The Rise of Conservatism in America, 1945-2000*, 89-172

April 6 Making a Movement

April 8 Liberalism in Crisis

April 10 The Silent Majority

Week 13 Postmodern America

Reading: Henretta et al., *America: A Concise History*, Chapter 29, 849-877

April 13 A Crisis of Confidence

April 15 "Morning in America"

April 17 The Culture Wars

Week 14 The New Immigrants

Paper #4 (2 pages, due in section this week)

What ideas united segregationist, libertarian and traditionalist conservatives in the 1960s and 1970s, and to what degree did tensions among them continue to divide the New Right in the 1980s? Cite specific examples from *The Rise of Conservatism in America*, and draw context from lectures and the textbook.

Reading: Henretta et al., *America: A Concise History*, Chapter 30, 878-910
Yang, *The Latehomecomer*, 1-130

April 20 Refugees and Guest Workers

April 22 Immigration Reform

April 24 The Crisis of Immigration

Week 15 The New World Order

Reading: Yang, *The Latehomecomer*, 131-277

April 27 The Lessons of Vietnam

April 29 Who Won the Cold War?

May 1 The End of History

Week 16 Where Do We Go From Here?

Reading: Henretta et al., *America: A Concise History*, Chapter 31, 911-942

May 4 9/11 and the War on Terror

May 6 A New Gilded Age?

May 8 Looking Backward

Final Exam: (2 and 4 pages, Due in your TA's mailbox by 2:25 on Thursday, May 14)