

UNIVERSITY OF WISCONSIN
Department of History
Summer 1984

History 102 American History from the Civil War to the Present Mr. Schultz
(1:10-2:00 pm M-F, Rm. 1221 Humanities)

Texts:

Joseph Conlin, THE AMERICAN PAST: PART TWO
James W. Davidson & Mark H. Lytle, AFTER THE FACT: THE ART OF HISTORICAL
DETECTION, vol. II
Malcolm Little, THE AUTOBIOGRAPHY OF MALCOLM X

Examinations and Assignments:

There will be two examinations, one scheduled on July 13th, the second a final examination on August 10th. Both examinations will be a combination of essay questions and short identification questions, and will be given in class.

The instructor considers the study of history as more than dreary memorization and dull regurgitation of facts. Factual knowledge, of course, is necessary, but the instructor is more concerned about your grasp of broad themes and the processes of historical change than he is with your stockpiling facts. He will evaluate your work on its blend of necessary factual information and thought-filled analyses of the issues.

Please note that we will not have five lectures each week. At specified points during the course we will have discussion sections on the readings. I will divide the class into two groups; Group I will meet together on Thursday at the regular class hour, Group II will meet on Friday. You will find a schedule of these meetings and the reading assignments within the listing of lecture topics.

Because of the pressures of time and the amount of material to be covered during the course, you must do the reading promptly and regularly. If you fall behind, you will find catching-up very difficult. You also will profit more from the lectures if you have read about the topic under discussion in advance.

COURSE OUTLINE AND READINGS

I. THE RECONSTRUCTION OF AMERICAN SOCIETY, 1865-1917

| <u>Lecture Topics</u> | <u>Date</u> |
|---|-------------|
| History, Historians, and You | June 18 |
| Reconstructing the Nation | 19 |
| The "New South"? Promises and Propaganda | 20 |
| Which "Old West" and Whose? | 21 |
| The Gilded Age and the Politics of Corruption | 22 |
| Businessmen and "That Creature" the Corporation | 25 |
| Labor and the Workers' Search for Power | 26 |
| Foreign Immigrants in Urban America | 27 |
| <u>Discussion Section -- Group I</u> | 28 |
| <u>Discussion Section -- Group II</u> | 29 |

Reading: Davidson & Lytle, Chs. 7, 8

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| How Ya' Gonna' Keep 'Em Down on the Farm? | July 2 |
| The Dawn of Liberalism | 3 |
| * * * No class meeting * * * | 4 |
| Women, Feminism, and Sex in Progressive America | 5 |
| The Great Migration: Blacks in American Thought and Life | 6 |
| The Policeman of the World | 9 |
| Roosevelt, Wilson, and the Morality of Power | 10 |
| * * * REVIEW SESSION FOR EXAMINATION * * * | 11 |
| * * * No class meeting * * * | 12 |
| * * * MID-TERM EXAMINATION * * * | 13 |

Readings: To be completed by end of Sec. I

Conlin, pp. 397-665

Davidson & Lytle, Chs. 7, 8, 9

II. THE REDIRECTION OF AMERICAN SOCIETY, 1920s-Present

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|--|---------|
| The Politics of Prosperity: The 1920s | July 16 |
| The Politics of Frustration: The 1920s | 17 |
| The Great Depression and the New Deal | 18 |
| <u>Discussion Section -- Group I</u> | 19 |
| <u>Discussion Section -- Group II</u> | 20 |

Reading: Davidson & Lytle, Chs. 10, 11

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|---|----|
| "Dr. New Deal" Becomes "Dr. Win-the-War" | 23 |
| From New Deal to Fair Deal: Same Rules or New Game? | 24 |
| The Affluent Society | 25 |
| <u>Discussion Section -- Group I</u> | 26 |
| <u>Discussion Section -- Group II</u> | 27 |

Reading: Davidson & Lytle, Ch. 12

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|---------------------------------------|---------|
| The Rise and Fall of Camelot | July 30 |
| The Almost "Great Society" | 31 |
| Civil Rights and the Counterculture | Aug. 1 |
| <u>Discussion Section -- Group I</u> | 2 |
| <u>Discussion Section -- Group II</u> | 3 |

Reading: AUTOBIOGRAPHY OF MALCOLM X

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|---|----|
| The Asian Connection: Diplomacy and War from Korea to Vietnam | 6 |
| The Twilight of Liberalism: Or, Water Through the Milhous | 7 |
| From Nixon to Nowhere | 8 |
| * * * REVIEW SESSION FOR FINAL EXAMINATION * * * | 9 |
| * * * FINAL EXAMINATION * * * | 10 |

Readings: To be completed by end of Sec. II

Conlin, pp. 667-861
Davidson & Lytle, Chs. 10, 11, 12, 13
AUTOBIOGRAPHY OF MALCOLM X

MID-TERM EXAMINATION QUESTIONS

1. "Reconstruction failed to integrate blacks into the mainstream of Southern life and further failed to make the South a full and equal partner in the national economy." Assess the accuracy of this picture of the Reconstruction period, being certain to include in your discussion the course of Southern economic development and race relations.
2. Describe the rise of large business corporations during the Gilded Age after the Civil War. In what ways were these corporations different from earlier American business organizations and how did these corporations affect the economic and social structure of the United States?
3. Compare Populism and Progressivism as reform movements aimed at remedying what their constituents viewed as the economic and social injustices resulting from America's rapid industrialization. What were the aims and accomplishments, similarities and differences between these movements and what groups made up their constituents?
4. What ideas and interests -- moral, economic, and political -- were used to justify and explain American foreign policy in the late nineteenth and early twentieth centuries? Describe the major events of U.S. foreign affairs that illustrate the application of these ideas.

FINAL EXAMINATION QUESTIONS

- I.
 1. Compare the goals and tactics of early black leaders such as Booker T. Washington, W.E.B. Du Bois, and Marcus Garvey with those of Martin Luther King, Jr., Malcolm X, and Stokely Carmichael. How are they similar; where have they differed? Discuss the contributions made by these men and the organizations they have led in the struggle for black civil rights and social equality.
 2. Compare the 1920s and the 1950s as periods in which the United States developed and matured into a mass consumption society. How useful is it to view events during these two decades as reactions to wartime circumstances? Discuss the similarities and differences between these two decades as periods of economic change, political frustration, and intolerance.
 3. One could argue that Lyndon Johnson's "Great Society" programs were the culmination of FDR's "New Deal" policies. One also could argue that the programs presented by Harry S. Truman in his "Fair Deal" and John F. Kennedy in his "New Frontier" were restatements of the basic principles and goals of the New Deal social legislation. Evaluate the accuracy of this interpretation and give special attention to the various kinds of social welfare legislation presented and enacted in each of the presidential administrations.
- II.
 1. How has the role of the United States in world affairs changed since the post-Civil War years? What themes have run through American foreign policy? How does post-World War II foreign policy compare with American imperialism at the turn of the century?

2. Despite early rhetorical support for a laissez faire policy, the federal government has played an ever increasing role in the nation's economic and social life. How has this role evolved? At what points in time has the government assumed new responsibilities and why? Trace these developments from the days of railroad subsidies through the Progressive era, the New Deal years, and the Great Society of the 1960s.

3. The social and economic position of American laborers has changed dramatically since the Civil War. The rise of big business served to define an American working class. How has the composition of this work force changed over time? At which historical points have workers fared well, when poorly? Discuss the forces that led to union organization and the ways in which unions have responded over time to changing economic circumstances.