

UNIVERSITY OF WISCONSIN
DEPARTMENT OF HISTORY
SUMMER 1985

HISTORY 102

MR. SCHULTZ

Texts:

Henry F. Bedford, Trevor Colbourn, James H. Madison,
THE AMERICANS: A BRIEF HISTORY SINCE 1865 (4th ed.)
James W. Davidson, Mark H. Lytle, AFTER THE FACT: THE
ART OF HISTORICAL DETECTION (vol. II)
THE AUTOBIOGRAPHY OF MALCOLM X (Grove Press ed.)

Examinations and Assignments:

There will be two examinations, one scheduled on July 15th, the second a final examination on August 8th. Both examinations will be essay examinations and will take place in class. Study questions for both examinations are attached to this syllabus.

Each member of the class will write one brief (3-5 pages) essay-review of a book on a subject appropriate to the course material. Please discuss the choice of reading material with the instructor before undertaking the assignment. This brief paper will be due on or before August 1, 1985. Suggestions about the essay-review format are attached to this syllabus.

The instructor conceives the study of history as more than dreary memorization and dull regurgitation of facts. Factual knowledge, of course, is necessary in support of whatever arguments you may make or interpretations you may advance. But, the instructor hopes that you will achieve a grasp of broad themes and a sense of the processes of historical change more than he wishes you to stockpile facts. He will evaluate the quality of your work on its blend of thought-filled analysis of the issues and factual information necessary to bolster your arguments.

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

COURSE OUTLINE AND READINGS

I. THE RECONSTRUCTION OF AMERICAN SOCIETY, 1865-1917

LECTURE TOPICS	DATE
Reconstructing the Nation	June 18
The "New South"? Promises and Propaganda	June 19
Which "Old West" and Whose?	June 20
The Gilded Age and the Politics of Corruption	June 24
Businessmen and "That Creature" the Corporation	June 25
Labor and the Workers' Search for Power	June 26
Foreign Immigrants in Industrial America	June 27
How Ya' Gonna' Keep 'Em Down on the Farm?	July 1
The Dawn of Liberalism	July 2
Women, Feminism, and Sex in Progressive America	July 3
* * * NO CLASS MEETING * * *	July 4
The Great Migration: Blacks in White America	July 8
The Policeman of the World	July 9
Roosevelt, Wilson, and the Morality of Power	July 10
* * * REVIEW SESSION FOR MID-TERM * * *	July 11
* * * MID-TERM EXAMINATION * * *	July 15

Readings: (Please read in the order given here)

The Americans, pp. 274-305 (hereafter cited as IA)

After the Fact, Ch. 7 (hereafter cited as AIF)

IA, pp. 336-46

IA, pp. 306-33, 358-68

AIF, Ch. 8

IA, pp. 348-56, 368-79, 404-29

AIF, Ch. 9

IA, pp. 380-403

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

The Politics of Prosperity: the 1920s	July 16
The Policies of Frustration: the 1920s	July 17
The Great Depression and the New Deal	July 18
"Dr. New Deal" Becomes "Dr. Win-the-War"	July 22
From New Deal to Fair Deal: New Game?	July 23
The Affluent Society: the 1950s	July 24
The Politics of Tranquility: the 1950s	July 25
The Rise and Fall of Camelot	July 29
The Almost "Great Society"	July 30

Civil Rights in an Uncivil Society	July 31
The Road to Southeast Asia	Aug. 1
The Twilight of Liberalism	Aug. 5
From Nixon to Nowhere	Aug. 6
* * * REVIEW SESSION FOR FINAL * * *	Aug. 7
* * * FINAL EXAMINATION * * *	Aug. 8

Readings:

IA, pp. 430-84
AIF, Ch. 10
IA, pp. 486-512
AIF, Ch. 11
IA, pp. 514-538
AIF, Ch. 12
IA, pp. 542-54
Autobiography of Malcolm X
IA, pp. 555-62
IA, pp. 566-618
AIF, Ch. 13

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.

QUESTIONS ABOUT ESSAYS IN AFTER THE FACT

CH. 7 "The View from the Bottom Rail"

1. What are the differences between primary and secondary historical materials?
2. What kinds of biases must one be on the lookout for when using primary sources (such as slave narratives, for example)?
3. What other kinds of evidence could one use to avoid being misled by the biases existent in primary sources?
4. What do the authors mean when they use the phrase "an economy of deception" in reference to the institution of slavery?

CH. 8 "The Mirror with a Memory"

1. How "value-free" are photographs when compared with written materials as historical sources?
2. What kinds of personal attitudes, opinions, or biases did Jacob Riis apparently bring to his investigations of the urban poor of New York City?
3. What differences, if any, do our awarenesss of Riis's personal attitudes make in our use of his writings and photographs as pieces of historical evidence?
4. To what extent do you think that an investigative reporter (in our case, an historian) can achieve objectivity?
5. Do you think that objectivity is desirable?

CH. 9 "USDA Government Inspected"

1. Are symbols and symbolic language essential parts of the American political process?
2. To what extent do you think that the actions of individuals determine the course of political decisions and political events?
3. Was the battle over pure food and drug legislation an issue of moral importance?
4. Is compromise among contending parties always an essential and justifiable part of the American political process?

CH. 10 "Sacco and Vanzetti"

1. What was (is?) "nativism" and what principal attitudes of expression has nativism taken in American society?

Essay Review Format

Mr. Schultz

An essay review is a "think-piece," not simply a job of reporting. That is, it should not be a book review which states the author's viewpoint and conclusions on the subject. Rather, an essay review first consists of a brief summarization of the work, then an analytical examination of the author's work. You should deal with such questions as these: What major points are made by the writer? What kinds of questions is the writer asking? What issues does the author consider to be most important? Has the author dealt effectively with these questions and issues? Is the internal logic used by the author convincing, that is, do the author's points seem to hang together and support one another in presenting his or her interpretations? Should other questions and issues be emphasized or asked? What gaps appear to exist in our knowledge of the subject? Is there more to the story than the writer indicates? Does the author raise more points than he or she answers? And if so, why? Can you determine the methodological approach of the writer -- that is, is the work primarily historical, literary, psychological, sociological, institutional, etc.? What are the author's sources and how well does he or she utilize the information available? What kind of evidence does the author rely on? Are there any contradictions in the work? If you were undertaking a study on the same topic, how would you approach it? What kinds of questions would you ask?

Obviously, you cannot write a good essay by taking up each of these questions and answering them. The questions are intended only to describe some of the ways in which you may approach the material you have read. The review essay is to be as much a statement of your position on the issue, on the basis of your knowledge, as it is a review of the author's positions.

Remember, you are analyzing this book from an historical context. Make sure to substantiate your arguments.

The paper should be typewritten, double spaced, with appropriate margins. You may, if you feel it necessary, rely upon brief quotations from the book.