U.S. HISTORY SINCE 1865

HISTORY 102, ASST. PROF. SEAN DINCES
DEPARTMENT OF HISTORY, UW-MADISON—FALL 2014

LOGISTICS

Lectures: Mon/Wed/Fri, EDUCATION L196
Prof. Dinces’s contact information:
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- Office phone: (608) 263 - 1850
- E-mail: dinces@wisc.edu
Office hours: Wednesday, 1 – 3, or by appointment

Teaching Assistants:
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Office Hours: Wed, 10-11, 12-1  Office Hours: Tues, 12-2

DESCRIPTION

This class examines the political, economic, social, and cultural history of the U.S. since the Civil War. The first half of the course begins with a survey of struggles for political and economic citizenship during the late nineteenth and early twentieth centuries. It continues by taking stock of the ways in which the response to the Great Depression by ordinary citizens and policymakers reshaped the American state and social structure. The second half of the course starts by assessing the extent to which people excluded from the full benefits of the postwar welfare state—people of color, women, and members of the LGBT community—succeeded in gaining access to these benefits and/or developing alternatives to the existing social structure. It ends with an examination of the
“seismic shift rightward” of American society and politics since the 1970s. In addition, each part of the course looks, in detail, at the relationship between U.S. history and world history—that is, at American diplomacy and empire.

**OBJECTIVES**

Students in this course will:

- Analyze—as opposed to memorize—the key actors, institutions, movements, ideologies, and *decisions* that drove changes in American politics, economics, society, and culture since the Civil War.
- Learn to situate modern American history within the larger context of modern *world* history.
- Learn to recognize and challenge overgeneralizations and unfounded assumptions that circulate widely within popular history and the mass media.
- Develop a better analytic framework for understanding current events.
- Improve basic writing and argumentative skills.
- Receive an introduction to the analysis of primary source material.

I want this class to be a rich experience for each and every student. While much of the material we examine will call into question common assumptions about American history, the goal is not to dampen your enthusiasm for the subject. Quite the contrary. By engaging seriously with voices and stories that rarely receive attention in the media or high-school classroom, this class will push you to think in more complex ways and to develop a critical sensibility that will serve you well in whatever career you decide to pursue.

I pledge to do my best to present engaging lectures, encourage thoughtful discussion, and assign interesting readings. In return, I expect that you come to class and section prepared, and that you accept the challenge of working through the difficult (and occasionally uncomfortable) questions and issues that the course raises.

This course will be different from most of the history courses you have taken in the past. Rather than trying to cover as much as possible in lecture, I will select case studies—they might have to do with an individual, organization, event, or specific concept—which get at key issues and debates. While I will do some overview, it is absolutely crucial that you keep up with assigned readings, which I select to provide important context for the week’s lectures. Moreover, material in the readings will all be fair game on quizzes and exams.
**REQUIRED TEXTS***


**REQUIREMENTS**  Satisfactory completion of this course depends on your fulfillment of the following requirements:

- **Participation**- Consistent attendance in lecture and discussion section is essential. Teaching assistants will take attendance at every section meeting. Moreover, satisfactory participation means more than showing up. It means getting involved actively and respectfully in section discussions. Absolutely no internet cruising or cell-phone use in lecture or section (repeat offenders will see it reflected in their participation grade).

- **Pop Quizzes**- There will be several unannounced, multiple-choice scantron quizzes in lecture. There are no make-up quizzes. Your lowest quiz grade will be dropped.

- **Midterms**- Two in-class midterm examinations—covering Unit 1 and Units 2 & 3, respectively—will consist entirely of short-answer questions. Midterm #1 is scheduled for October 24th. Midterm #2 is scheduled for November 24th.

- **5-7 Page Paper**- As we near the end of Unit Three, I will distribute a set of two or three essay questions. You must respond to one of the questions (your choice) in a 5-7 page paper written outside of class. The paper is due at the start of class on December 10th.

- **Final Exam**- The final exam will be comprehensive and will consist of a short answer section and an essay section. The final exam is scheduled for Wednesday, December 17th, 7:25 PM – 9:25 PM.

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* All texts are available for purchase at A Room of One’s Own Bookstore at 315 W. Gorham St.
Arrangements for **MAKE-UP EXAMS** or **ALTERNATE EXAM TIMES** will be made only in the following cases:

- Your UW athletic team is scheduled to compete on exam day.
- You have a documented medical or family emergency which prevents you from attending class on exam day.
- For the final, if you have three final exams scheduled for December 17th (if this is the case, you must notify me directly before the end of September in order to make appropriate arrangements).

Alternate exams will not be arranged to accommodate job interviews or travel itineraries for Thanksgiving or winter breaks.

**Grading**

Grades will be determined using the following weights:

- Participation: 20%
- Pop-quizzes (lowest grade dropped): 10%
- Midterm #1: 15%
- Midterm #2: 15%
- 5-7 Page Paper: 20%
- Final Exam: 20%

“Participation” may include additional section-related assignments created by your teaching assistant at their discretion.

Grading Scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>92.5+</td>
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<tr>
<td>AB</td>
<td>87.5-92.4</td>
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<tr>
<td>B</td>
<td>82.5-87.4</td>
</tr>
<tr>
<td>BC</td>
<td>77.5-82.4</td>
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<tr>
<td>C</td>
<td>70-77.4</td>
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<tr>
<td>D</td>
<td>60-69.4</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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It is your responsibility to keep track of your grade in this course using the “HIS102 Grade Tracker” downloadable at Learn@UW. The spreadsheet begins with the assumption of 100% on every assignment. As we move through the course, entering your actual grades on assignments will show you your final grade presuming that you score perfectly on everything that remains. Grades will be recorded on exams and papers (which will be handed back to you in section). Moreover, you will be able to track your quiz performance on your own, as we will quickly review the answers in class after each quiz. It is not the job of the TAs or myself to keep you updated on your grade throughout the semester. If you desire updates, you must keep track of your scores yourself—they will not be listed on Learn@UW. You can also use the spreadsheet to simulate different grade outcomes based on future assignments. Keep in mind, however, that participation grades will not be determined until the end of the semester.
Policies

Plagiarism will result in failure of the course and referral to the Dean of Students. If you are unsure about what constitutes plagiarism or have questions about a particular issue, you can always come to me for clarification. A good rule of thumb is to err on the side of caution when it comes to source citation and attribution. The following web sites have additional information on identifying and avoiding plagiarism:

- http://www.plagiarism.org

Late work WILL result in automatic penalizations. For any assignment (regardless of weighting), each day of tardiness will result in full letter-grade deduction. Anything submitted after the stated deadline is “one day” late. Anything submitted more than 24 hours after the stated deadline is “two days” late.

Your TAs and I are committed to making the classroom a safe space for different identities and perspectives. It can’t happen, however, without your active support and self-reflection. Creating a safe space for learning involves respect for other students’ right to express their interpretations of course material free from interruption, ridicule, or other adverse consequences. Students (and instructors) should express opinions in a civil fashion and without aggressive repetition. In section, everyone’s goal should be to participate in—but not dominate—the discussion. In this regard, it is crucial to be sensitive to gender, race, sexuality, age, class, and ability. If any questions or concerns arise regarding issues of equity, diversity, and/or discrimination, do not hesitate to see me or the Dean of Students in the Division of Student Life (http://www.students.wisc.edu/). Information on official university policy concerning these issues is available through the UW-Madison Office of Equity and Diversity (http://www.oed.wisc.edu/).

For concerns related to accommodations for students with disabilities, please see me and/or visit the UW McBurney Disability Resource Center Site (http://www.mcburney.wisc.edu).

Read This, too! In-Class Use of Technology. Use of laptops, cellphones, and other electronic/wired devices is strictly prohibited in lecture and discussion section. This is not an arbitrary policy. Study after study indicates that taking notes by hand leads to more effective retention of information presented in class. Moreover, when you use a laptop, cell phone, or tablet in lecture, it not only distracts you, but also those around you. The bottom line here: be an adult. If something on your computer or cell phone is more important than lecture, than do not attend. If you attend and insist of making use of these devices, you will be asked to leave and your participation grade will suffer.
Of course, accommodations will be made for students who require in-class use of a laptop for reasons documented by McBurney Center (see me or your TA if this is an issue).

### SUMMARY OF IMPORTANT DATES

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Midterm #1</td>
<td>October 24\textsuperscript{th} (Monday)</td>
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<tr>
<td>Midterm #2</td>
<td>November 24\textsuperscript{th} (Monday)</td>
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<tr>
<td>5-7-Page Paper</td>
<td>December 10\textsuperscript{th} (Wednesday, due to TA at \textit{start} of class)</td>
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<tr>
<td>Final Exam</td>
<td>December 17\textsuperscript{th} (Wednesday), 2:45 – 4:45 PM</td>
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### LECTURE SCHEDULE\textsuperscript{†}

**Week 1- Introduction and Overview of the U.S. Civil War**

September 3\textsuperscript{rd}- Schedule and Expectations

September 5\textsuperscript{th}- Origins and Outcomes of the U.S. Civil War

Reading:
- Start Lemann, Redemption (you will be responsible for reading through Chapter 3 in Week 2’s section)

**UNIT 1- Industrialization, Reform, and the Long Attack on Reconstruction, 1865-1932**

**Week 2- Reconstruction, Redemption, and the Rise of Jim Crow**

September 8\textsuperscript{th}- Women, Reconstruction, and the Freedmen’s Aid Movement

September 10\textsuperscript{th}. \textit{Birth of a Nation} (film screening)

September 12\textsuperscript{th}- Ida B. Wells and the Campaign against Anti-Black Terrorism

\textsuperscript{†} Readings should be completed for section in the week assigned.
Reading:
- *America*, Chapter 15 (pp. 446-475)
- Foner:
  o 92. “Colloquy with Colored Ministers” (1865)
  o 93. Petition of Committee on Behalf of the Freedmen to Andrew Johnson (1865)
  o 95. A Sharecropping Contract (1866)
- Lemann, finish through Chapter 3 (p. 134)

**Week 3**- The Closing of the “Frontier,” Indian Removal, and Capital v. Labor in the Gilded Age

September 15th.- Railroads and the “Making of Modern America”

September 17th.- The Ghost Dance/Helen Hunt Jackson and “Indian Reform”

September 19th.- The Panic of 1893 and the Pullman Strike of 1894

Reading:
- *America*, Chapter 16 (pp. 476-505), 605-606
- Foner:
  o 99. Chief Joseph, “An Indian’s View of Indian Affairs” (1879)
- Finish Lemann

**Week 4**- Capital v. Labor (cont’d)/Urbanization

September 22nd.- Populism and the People’s Party

September 24th.- The Ludlow Massacre

September 26th.- Chicago: “Nature’s Metropolis”

Reading:
- *America*, pp. 506-521, 528-537, 568-604
- Foner:
  o 100. William Graham Sumner on Social Darwinism (ca. 1880)
  o 101. A Second Declaration of Independence (1879)
  o 105. The Populist Platform (1892)
  o 115. The Industrial Workers of the World and the Free Speech Fights (1909)
**Week 5- Immigration and American Empire through World War I**

September 29th: Immigrant Neighborhoods in Turn-of-the-Century Detroit

October 1st: “Depression Diplomacy” in Brazil, Nicaragua, and Hawaii

October 3rd: The Paris Peace Conference and the Rise of Anti-Colonial Nationalism

**Reading:**
- *America*, pp. 522-528, Ch. 21 (621-659)
- Foner:
  - 109. President McKinley on American Empire (1899)
  - 110. Emilio Aguinaldo on American Imperialism in the Philippines (1899)
  - 111. Rudyard Kipling, “The White Man’s Burden” (1899)
  - 120. Woodrow Wilson, A World “Safe for Democracy” (1917)
  - 123. Eugene V. Debs, Speech to the Jury (1918)

**Week 6- “Progressive” Reform and Turn-of-the-Century Women’s Activism**

October 3rd: Bob La Follette, Anti-Imperialism, and the Wisconsin Idea

October 8th: The Children’s Bureau and the “Female Dominion of Reform”

October 10th: Alice Paul and the National Women’s Party

**Reading:**
- *America*, pp. 606-627, 660-673
- Foner:
  - 96. Elizabeth Cady Stanton, “Home Life” (ca. 1875)
  - 134. Elsie Hill and Florence Kelley Debate the Equal Rights Amendment
- Start Gorn, *Dillinger’s Wild Ride* (you will be responsible for reading through Ch. 4 for Week 7’s section)

**Week 7- From Boom Times to Bust Times**

October 13th: Sports Heroes and Consumer Culture

October 15th: Crash!/“Letters from the Forgotten Man”
October 17th - Waterfront Workers During the 1930s

Reading:
- *America*, pp. 678-700
- Gorn, read through Ch. 4 (through p. 118)


Week 8 - The New Deal and the Promise/Limits of “Cooperative Individualism”

October 20th - The Works Progress Administration

October 22nd - Southern Democrats and the New Deal

October 24th - **MIDTERM #1 (COVERS ALL OF UNIT 1)**

Reading:
- *America*, pp. 700-723
- Foner:
  - 137. Steel Workers Organizing Committee, a Ne Decalration of Independence (1936)
  - 138. Franklin D. Roosevelt, “Greater Security for the Average Man” (1934)
  - 139. Hebert Hoover on the New Deal and Liberty (1936)
- Finish Gorn

Week 9 - From the “Good War” to the “Cold War”

October 27th - *The Life and Times of Rosie the Riveter* (film screening)

October 29th - GIs, Rape, and American Memory

October 31st - The American Family and the “Affluent Society”/The “Lavender Scare”

Reading:
- *America*, Ch. 25 (pp. 757-786), Ch. 26 (pp. 787-816)
- Foner:
  - 146. F.A. Hayek, *The Road to Serfdom* (1944)
  - 157. Henry Steele Commager, “Who is Loyal to America?” (1947)
  - 162. C. Wright Mills on “Cheerful Robots” (1959)
Start Lee, *For Freedom’s Sake* (you will be responsible for reading through Chapter 6 in Week 10’s section).

**UNIT 3- Postwar Social Movements and the Rise of “Rights” Liberalism, 1955-1973**

**Week 10- The Black Freedom Struggle**

November 3rd- Martin Luther King, Jr. and the Memphis Strike

November 5th- *The Pruitt-Igoe Myth* (film screening)

November 7th- Black Power in Postwar Oakland

**Reading:**
- *America*, Ch. 27 (pp. 817-847)
- Foner:
  - 147. World War II and Mexican-Americans (1945)
  - 148. African-Americans and the Four Freedoms (1944)
  - 164. Martin Luther King Jr. and the Montgomery Bus Boycott (1955)
  - 168. Lyndon B. Johnson, Commencement Address at Howard University (1965)
- Lee, read through Ch. 6 (p. 120)

**Week 11- Postwar Feminism and the Rise of the Gay Rights Movement**

November 10th- Labor, the “Double Day,” and the “Other Women’s Movement”

November 12th- Women of Color and the Struggle for Reproductive Rights

November 14th- Feminist and Lesbian Softball in the Upper Midwest

**Reading:**
- *America*, pp. 848-855, 867-870, 897-903
- Foner:
  - 178. Phyllis Schlafly, “The Fraud of the Equal Rights Amendment” (1972)
- Finish Lee
**Week 12- America’s Postwar Empire**

November 17th- United Fruit, the CIA, and Jacobo Arbenz

November 19th- “Kill Anything that Moves”

November 21st- The GI Resistance Movement (guest lecture by Prof. Derek Seidman)

**Reading:**
- *America*, pp. 855-867
- Foner:
  - 169. The Port Huron Statement (1962)
  - 170. Paul Potter on the Antiwar Movement (1965)
  - 173. The International (1968)

**UNIT 4- The Rise of Modern Conservatism and the “Neoliberal” Consensus**

**Week 13- The Beginnings of the Conservative Counter-Offensive**

***NO SECTION THIS WEEK***

November 24th- **MIDTERM #2 (COVERS UNITS 2 & 3)**

November 26th- The “Open-Schools Movement” in the South

**Reading:**
- *America*, pp. 870-877, 882-897
- Foner:
  - Barry Goldwater on “Extremism in Defense of Liberty” (1964)
  - Start Geoghegan, *Which Side Are you On?*

**Week 14- The “Seismic Shift” Rightward**

December 1st- The “Business Activist Movement”

December 3rd- That PATCO Strike and Reagan’s Attack on Organized Labor

December 5th- American Neo-Conservatism and Iraq

**Reading:**
- *America*, Ch. 30 (pp. 912-941)
- Foner:
- Geoghegan, read through Ch. (TBD)

**Week 15- The New Democrats and the New Gilded Age**

December 8th- “New Democrats” and the Assault on Public Housing in Chicago

**5-7 PAGE PAPER DUE BEGINNING OF LECTURE ON DECEMBER 10th***

December 10th- The Chicago Teachers Union Strike of 2012 (guest lecture by Micah Uetricht)


Reading:
- *America*, Ch. 31 (pp. 942-974)
- Foner:
- Finish Geoghegan