

## History 102 – U.S. History, Civil War to the Present, Fall 2011

MF 2:30-3:45, plus weekly discussion section

1111 Mosse Humanities

Prof. Jennifer Ratner-Rosenhagen  
Mosse Hum. 4112  
ratnerrosenh@wisc.edu  
Office Hours: M 12-1, 4-5 p.m.

TAs: Rivka Maizlish & Sam Gale  
Mosse Hum. 4260 (R), 4212 (S)  
[maizlish@wisc.edu](mailto:maizlish@wisc.edu)  
[segale@wisc.edu](mailto:segale@wisc.edu)  
890-3308 (R), 890-3555 (S)  
Office Hours: T 3:30-4:30 & R 2:30-  
3:30, M & F 4-5 (S)

### 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 Mondays and Fridays, 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 Rivka Maizlish and Sam Gale, which will focus on your primary source assignments. Students are required to attend both lectures and discussion sections.

As class participation is a significant portion of your final grade, it is expected 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.

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

Discussion Sections:

Section #	TA	Day & Time	Location
301	Sam	W 2:25-3:15 p.m.	1217 Humanities
302	Sam	W 1:20-2:10 p.m.	B 139 Van Vleck
303	Rivka	T 2:25-3:15 p.m.	6304 Soc Science
304	Rivka	T 1:20-2:10 p.m.	4020 Vilas
305	Rivka	T 12:05-12:55 p.m.	2115 Humanities
306	Sam	W 12:05-12:55 p.m.	2611 Humanities
307	Rivka	R 1:20-2:10 p.m.	2115 Humanities
308*	<i>Sam</i>	<i>R 2:25-3:15 p.m.</i>	<i>2115 Humanities</i>

\* *This section is not currently open; it will open only if registration expands.*

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 Rivka and Sam. Do not simply show up to another discussion section without informing them 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:

Paul Boyer, et al., *The Enduring Vision: A History of the American People, Since 1865*, 7<sup>th</sup> ed. (2011)\*\*

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

Ralph Ellison, *The Invisible Man* (1952)

Jefferson Cowie, *Stayin' Alive: The 1970s and the Last Days of the Working Class* (2010)

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

In addition, we have shorter readings (essays, articles) in the course packet, available for purchase at the Mosse Humanities Copy Shop (Room 1650).

*\*\*Re: Boyer's Enduring Vision: Students are expected to read just the textbook. For students planning to purchase the textbook—there is a paper version and an e-version. Feel free to choose which one you would prefer to read. The supplementary “Coursemate” is available for students interested in access to the publisher’s additional online resources; we will not assign or test from any material in it.*

All of our readings—the textbook, books, and course packet— are on 3-hour reserve at the Helen C. White 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**

(9/2) Introduction

No reading assignments this week



Abraham Lincoln

### **Week 2: Reconstruction**

Textbook Reading: Boyer, *Enduring Vision*, ch. 16

(9/5) Labor Day: No Class

(9/9) Reconstruction: “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: *EV*, ch. 17

(9/12) Westward Bound

(9/16) 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, "The School Days of an Indian Girl" (1900)

#### **Week 4: The Gilded Age**

Textbook Reading: *EV*, ch. 18: 534-547, 550-564; ch. 19: 576-581, 587-595

(9/19) Incorporation of America: The Culture of Capitalism

(9/23) 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 & Midterm 1**

Textbook Reading: *EV*, 597-603, 610-626

(9/26) Imperialism

(9/30) **Midterm 1**

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: *EV*, ch. 21

(10/3) Scientific Efficiency, Moral Uplift, and Secular Redemption: The Progressive Impulse

(10/7) Progressive Pluralism

Reading for Discussion:

Jane Addams, "Subjective Necessity of Social Settlements" (1892)

Rheta Child Dorr, selection from *What Eight Million Women Want* (1910)

Walter Lippmann, selection from *Drift and Mastery* (1914)

Randolph Bourne, "Transnational America" (1916)

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

Textbook Reading: *EV*, ch. 22

(10/10) America and the Great War, Part I

(10/14) 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: *EV*, ch. 23

(10/17) Modernity and its Discontents

(10/21) Boom and Bust

Reading for Discussion:

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

*Following Selections:* Forward (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: New Deal & New Global Alignments

Textbook Reading: *EV*, ch. 24

(10/24) The New Deal: “Revolution or Restoration?”

(10/28) In-class Exercise: *Visions of Life*

Reading for Discussion:

Rexford Tugwell, selection from *The Battle for Democracy* (1933)

John Crowe Ransom, “Reconstructed but Unregenerate” (1930)

Adolf Berle, Jr. and Gardiner Means, *The Modern Corporation and Private Property* (1932)

Dale Carnegie, selection from *How to Win Friends and Influence People* (1936)

Henry Luce, “The American Century” (1941)



Henry Luce

### **Week 10: “The Good War” & Midterm 2**

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

(10/31) **Midterm 2**

(11/4) The Rise of Totalitarianism Abroad, The War Effort at Home

Reading for Discussion:

Robert Westbrook, “I Want a Girl, Just Like the Girl that Married Harry James,’ American Women and the Problem of Political Obligation in World War II,” *American Quarterly*, 42 (Dec. 1990), 587-614.

Will Durant, “Freedom of Worship” (1943)

Carlos Bulosan, “Freedom from Want” (1943)

Pearl S. Buck, “Women and War” (1940)

Bayard Rustin, “Letter to the Draft Board” (1943)

### **Week 11: The Politics and Culture of America in the 1950s**

Textbook Reading: *EV*, ch. 26: 796-808, 811-817; ch. 27: 824-839

(11/7) Cold War and Anticommunism

(11/11) Abundance and Alienation

Reading for Discussion:

Ralph Ellison, *The Invisible Man* (1952), *through chapter 14*

## **Week 12: Democracy is in the Streets**

Textbook Reading: *EV*, ch. 27: 845-851

(11/14) From Civil Rights to Great Society

(11/18) *Invisible Man*: In-class discussion

Reading for Discussion Section:

Brown vs. Board of Education (1954)

Southern Manifesto on Integration (1956)

Martin Luther King, Jr. "Letter from a Birmingham Jail" (1963)

Reading for In-Class Discussion:

Finish Ellison's *Invisible Man*



Martin Luther King, Jr.

## **Week 13: America in the 1960s**

Textbook Reading: Roark, *EV*, ch. 28: 859-865, 868-883

(11/21) **Civil Wars at Home and Abroad**

(11/25) **No Class: Thanksgiving**

Reading for Discussion:

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, Jr., "Why I am Opposed to the War in Vietnam" (1967) [video]

<http://www.lib.berkeley.edu/MRC/pacificviet/riversidetranscript.html> [transcript]

## **Week 14: 1970s**

*Suggested* Textbook Reading: *EV*, ch. 29

(11/28) After Vietnam: The Legacy of Defeat

(12/2) 1970s: The American Century and its Paradoxes

Reading for Discussion:

Jefferson Cowie, *Stayin' Alive: The 1970s and the Last Days of the Working Class* (2010), Introduction & Book 1: "Hope in the Confusion, 1968-1974"

### **Week 15. The Collapse of Communism, New Global Alignments**

*Suggested* Textbook Reading: *EV*, ch. 30

(12/5) Morning in America: Twilight or Dawn?

(12/9) From Cold War to New Global Alignments

Reading for Discussion:

Jefferson Cowie, *Stayin' Alive*, Book 2: "Despair in the Order, 1974-1982"

### **Week 16. Transnational America at the Dawn of the New Century**

(12/12) Post-Ethnic America?

*Suggested* Textbook reading: *EV*, ch. 31

Reading for Discussion:

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



Barack Obama

Take-home final exams due in Rivka's & Sam's offices no later than Monday, December 19<sup>th</sup> at 10 a.m.