

The University of Wisconsin-Madison
Department of History
Semester I, 2001-02

History 222: Explorations in American History

This course seeks to develop two of your talents.. First, I intend to show you how historians research and interpret history. To that end, I have selected two topics that we will explore in some depth, the Black Hawk War and Joseph McCarthy. Each unit will begin with a brief chronology of the topic that I have prepared. Next you will read primary documents from the period, written either by the participants or contemporaries. Finally, we will turn to how historians have interpreted these and other documents.

Second, the writing fellows and I will help you become more proficient writers. Good writing can only be developed through instruction and practice, so you will receive a number of writing assignments. For four weeks in the first unit you will be assigned short, say three page, papers. I have selected the topics of your papers so that you will focus upon the art of good history. To encourage you to write without worrying excessively about how your effort will be graded, only three grades will be assigned to these short papers, credit plus, credit, and credit minus. You will also be required to write two unit papers. Here you will work with a writing fellow who will read your polished draft and critique it. You will then revise this paper before submitting it to me to be graded on the conventional A-F system.

All of the readings required for this course may be purchased in a packet from the Humanities Copy Center located in 1650 Humanities.

Unit I
The Black Hawk War

Sept. 5: Introduction

Sept. 12: The Militiaman's Account

Read: John A. Wakefield, *History of the Late Indian War*.

For this first paper I want you to identify the militiaman's perspective. Please address the following questions in your paper.

How does this militia man describe Native Americans?

What evidence does he use to justify his participation in the Black Hawk War?

How did the militia perform in the War?

Knowing the bias that Wakefield brings to this topic, what information would you use from this

account in writing your history of the War?

Sept. 19: Black Hawk's Account

Read: Black Hawk, *Life of Ma-Ka-Tai-Me-She-Kia-Kiak or Black Hawk*.

The key actor in this historical event is Black Hawk, so you will need to pay particular attention to his perspective. Please answer the following questions in your weekly paper.

Why does Black Hawk participate in this War?

How does Black Hawk describe whites?

Knowing the bias that Black Hawk has, what information would you use from this account to in writing your history of the War?

Sept. 26: US Indian Policy

Read: Francis Prucha, *American Indian Policy in the Formative Years*, pp. 213-249; and "Andrew Jackson's Indian Policy: A Reassessment," *Journal of American History* 56 (December, 1969), pp. 527-39.

The presence of Native Americans created problems for the Government as we will see in this week's readings. By the early 19th century, governmental leaders had to face escalating conflicts between settlers and Indians on the frontier. But these leaders also had to deal with a number of precedents. In this week's readings we look at the treaties and policies of civilization and removal. In the first case, the US wished to assimilate the Indians, to integrate them into white society, based upon white cultural and economic practices. The second strategy was dictated by events. Many have viewed US policy as a simple land grab, but Francis Paul Prucha argues otherwise.

As you write this paper, answer at least two of the following set of questions:

1. What drove the US government to these policies? How did past practices in dealing with the Indians constrain public policy? How did federalism, that is, the separation of powers between the states and the national government, public policy?
2. To what extent did "racist" views by American leaders shape the policies that were adopted? How did Jefferson, Cass, and Jackson view the Indian and his or her culture?
3. What did the US intend with its policy of removal? Why didn't it work?
4. What do the treaties tell us? Specifically, the Sauk and Fox signed a number of treaties. Do these treaties support or undermine Prucha's argument?

Oct. 3: Outstanding Historical Analysis

Read: Anthony F. C. Wallace, "Prelude to Disaster: The Course of Indian-White Relations Which Led to the Black Hawk War of 1832," *Wisconsin Magazine of History* (Summer, 1982), pp. 247-88.

This is a splendid piece of history. Your writing assignment this week is to explain why it is such good history. Consider three topics in your essay: Wallace's training as an anthropologist, his command of the subject matter, and his blend of narrative and analysis.

Oct. 10: Other Historical Accounts

Reuben Thwaites, *The Story of the Black Hawk War*, pp. 1-51; and Cecil Eby, *That Disgraceful*

Affair, pp. 17-24 and 242-61, and Roger Nichols, *Black Hawk and the Warrior's Path*, pp. 155-59. To help you with your unit paper, I have assigned readings from some of the histories of the Black Hawk War.

The polished draft must be turned in at the beginning of class this week. A polished draft is one that you would have turned in as a final draft, if we did not have writing fellows to help you with revisions. The writing fellow will carefully read your polished draft, write comments on it, and then meet with you individually to discuss your writing and suggestions for revision. You will then revise your paper and submit both your polished draft and your final draft by October 24.

You have choice of your paper topics. You may write about how historians frame their arguments. By now you should have noticed common elements in the histories of those who "side" with Black Hawk and common elements of those who are much more critical. Write a medium length paper, say five to seven pages, that identifies these common elements and analyzes why they are used to support the authors' accounts.

Or you may write a medium length paper that uses the Black Hawk War as an example of some larger theme in American history. This option allows you much greater freedom, but you must discuss the theme and how you intend to illuminate it with me. I want to make sure that your approach will be fruitful, since the worst writing assignment is one that is so unfocused as to be unmanageable.

Oct. 17: Discussion of your unit papers

Oct. 24 Final drafts of unit papers due.

Unit II Joseph McCarthy

Oct. 24:: Introduction

We will watch a Educational Communications Board video, *McCarthy: an American Ism*. In contrast to the first unit, you will not be writing weekly papers, although you must do the readings and be prepared to engage in discussion. To help you with the discussion, I am providing discussion questions. The unit paper will be longer, say eight to ten pages, and you may select your topic. To assure that you have a manageable topic and sufficient additional bibliography, I will meet with each of you individually over the next three weeks.. I will also hand out a description of this second unit paper requirement on the 24th of October.

Oct. 31 The Rise of Joseph McCarthy

Read: Senator Joseph McCarthy, "Speech at Wheeling, West Virginia," pp. 211-14; McCarthy, *McCarthyism. The Fight for America*, pp. 1-5, 9-11, and 23-40; US Congress, Senate, *Congressional Record*, 81st Congress, 2nd Session, 1950, pp. 1954, 1957, and 1959; State Department Employee Loyalty Investigation (Tydings Committee) *Report*, pp. 1-25, 152-72; *New York Times*, October 28, 1952, p. 26 (typescript).

Discussion topic: What is McCarthyism?

Nov. 7: McCarthy: The Man

Read: "A Brief News and Editorial History of Judge Joe McCarthy (pam., SHS); Thomas Reeves, *The Life and Times of Joe McCarthy: A Biography*, pp. 1-10; *Reeves, "Tail Gunner Joe: Joseph R. McCarthy and the Marine Corps," *Wisconsin Magazine of History* (Summer, 1979), pp. 300-13; *Michael O'Brien, *McCarthy and McCarthyism in Wisconsin* (PhD diss., University of Wisconsin-Madison), pp. 79-97, 362-67; Roy Cohn, *McCarthy*, pp. 267-79; Richard Rovere, *Senator Joe McCarthy*, pp. 45-118.

Discussion topic: Here we focus upon two topics. Why should we study McCarthy's life before the West Virginia speech? How do observers get their information? To what extent is it biased? How do we know what we know?

Nov. 14: Who Supported McCarthy?

Read: Daniel Bell, *The New American Right*, pp. 3-4, 12-17, 41-48 and 166-233; Nelson Poulson, "Towards and Explanation of McCarthyism," *Political Studies* (October, 1960), pp. 250-71; Leo Rogin, *The Intellectuals and McCarthy*, pp. 1-7, 216-60, *291-93, and 326-35; *Thomas Reeves, "McCarthyism: Interpretations Since Hofstadter," *Wisconsin Magazine of History*, (Autumn, 1976), pp. 42-54.

Discussion topic: Again we look at both the topic at hand and the historical craft. Why is who supported McCarthy a good question? How do they go about answering this? What methodologies do they use? What are the strengths and weaknesses of these approaches? To what extent do their conclusions shed light on historical issues larger than the phenomenon of Joe McCarthy? And the second topic is evident, who supported Joe McCarthy and why? Why do we care?

By this week you must have selected a paper topic for unit II. You should submit a one page description of your topic, its theme, and the sources that you will use.

Nov. 21: The Fall of Joe McCarthy

US Senate, Permanent Subcommittee on Investigations, *Communist Infiltration in the Army*, pp. 145-57; US Senate, Special Subcommittee on Investigation of the Committee on Government Operations (reprinted in Matusow, pp. 90-96); **The Progressive* (April, 1954), pp. 33-75; US, Senate, *Congressional Record*, 83rd Congress, 2nd Session, 1954, pp. 15952-54 and 16394-95.

Discussion topic: This week we read primary documents to describe the fall of Joe McCarthy. We will discuss the documents and then look to interpretations from the previous weeks readings to speculate why McCarthy descent was so quick and thorough.

Nov. 28: Discussion of Polished Drafts

Your unit two polished drafts are due at the beginning of the class hour. We will spend the time discussing your papers.

Dec. 5: The Legacy of McCarthy

Read: Ellen Schrecker, *The Age of McCarthyism*, pp. 70-94; *Michael O'Brien, *McCarthy and McCarthyism in Wisconsin* (PhD diss., University of Wisconsin-Madison), pp. 311-19, 329-39, and 403-408; Albert Fried, *McCarthyism: The Great American Red Scare*, pp. 194-218.

Discussion: McCarthyism is much more than McCarthy. This week we will discuss his legacy and again we will focus upon the topic and how historians have dealt with it.

Dec. 12: Final drafts due. Please submit a copy of your polish draft with the writing fellow's comments along with your final draft.

Attendance and grading policy.

Since this course depends upon student participation, attendance at all classes is expected. If for some reason you are not able to attend class and have a plausible excuse, please email me at dllindst@facstaff.wisc.edu. Unexcused absences will result in grade reductions.

Papers are due at the class hour. Late papers will not be accepted.

Final grades will be calculated as follows:

Weekly papers in unit I-----	15%
Discussion in unit II-----	15%
Unit I paper-----	30%
Unit II paper-----	40%