

**HISTORY 102:
U.S. HISTORY POST 1865
FALL 2015**

Instructor: Athan Biss

MWF 8:50 –9:40

Humanities 2650

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Course Description: This course is a survey of American history from 1865 to the present. In readings, lectures, and discussion sections students will explore the forces that shaped modern American society. Additionally, the course will trace the expansion of American political, economic, and cultural influence beyond its borders during the “American Century.” In line with recent scholarly efforts to “internationalize” American history, the course pay particular attention to the networks that connected an increasingly globalized world and facilitated the transfer of ideas, technology, and culture. While we will examine American nation-building efforts overseas, the course will challenge students to think of nation-building as an ongoing process that can also be applied in a domestic setting to a number of ambitious projects (from Reconstruction to the Great Society) that aimed to construct a “new” America. The course will be guided by a set of essential questions: How have American intellectuals, reformers, religious groups, politicians and business magnates championed or opposed American engagement with the world? What values and ideals have been promoted as quintessentially American? How have the realities of American life and of American expansion clashed with these ideals over the past 150 years? The course is designed to demonstrate that the study of history is not merely informative but relevant. During the course students will assess the capacity, responsibility, and limits of American power at various points in history and will provide an analysis of what the future holds for American global influence. Finally, the course will strive to train students to read, write, and think historically. While rooted in the disciplinary conventions of history, this skill set has value beyond the study of history or even the humanities.

Assignments and Grading:

Discussion Participation/Reading Responses: 150 Points (15%)

Quizzes (given in lecture and section): 100 Points (10%)

Midterm: 200 Points (20%)

Special Assignments (choose two total; one before midterm): 100 points (10%)
Biography Paper Proposal/Annotated Bibliography: 50 Points (5%)
Final Draft Biography Paper: 200 Points (20%)
Final Exam: 200 Points (20%)
Extra Credit: Each student may earn up to 35 points over the course of the semester.

Participation: Students are expected to come to each lecture and section prepared. This includes arriving on time and ready to participate. Although attendance will not be taken in lecture, consistent absences will be noted and adversely affect your grade. No make-ups will be given for unexcused absences. Attendance and participation is mandatory for all discussion sections. Absences will negatively affect participation grades (75 points).

Reading Responses: Students are required to write a total of 5 weekly reading responses throughout the semester. Students are free to choose which weeks to write responses but must complete 2 before the midterm. Responses should be 250 words and follow the format explained on the course page at Learn@UW. Each response will be graded out of 15 points, 5 of which depend on active participation in discussion section (75 points).

Special Assignments: Students must complete at least two special assignments over the course of the semester (each worth 50 points), one of which must be done before the midterm. The assignments vary but all involve independent and creative work. There are seven options total. Students may complete more than the required 2 for additional extra credit (up to 35 points).

Midterm: The midterm will take place on Monday, October 12 in the seventh week of the semester. It will consist of one short essay question and five identification/significance terms. The midterm is worth 20% of the grade (200 points).

Biography Paper/ Research Proposal: Biography is at once one of the most basic and most complex genres of historical writing. For the major research paper students will select a historical personage and situate that individual's life in the larger themes of the course. This is NOT a book report or a simple summary of a person's life. Students will be expected to raise research questions, craft arguable thesis statements, and support these arguments using a variety of historical evidence. Students are encouraged to talk to the professor or teaching assistants for help in picking out a topic. Topics will be vetted in the research proposal phase. The research proposal is due during the fifth week of the semester and is worth 5% of the final grade. Students will submit a paragraph that summarizes the topic and questions the paper will attempt to answer, provide an annotated bibliography, and identify at least two primary documents that the students will use as evidence (a detailed template will be available). Final papers (worth 20% of the final grade) are 6-8 pages in length and are due during the fourteenth week of the course.

Final Exam: Friday December 18, from 2:45-4:45. The final exam will consist of two essay questions and a set of identification/significance terms. One shorter question (1000 words max) will be devoted to material covered in the second half of the course. One longer question (2000 words max) will be cumulative and require an answer that draws on the entire span of the course. The final exam is worth 200 points and accounts for 20% of the overall grade.

Course Textbook:

Schaller, Schulzinger, et alia, eds., *American Horizons: US History in a Global Context Volume II: Since 1865* 2nd Edition (New York: Oxford University Press, 2013).

Additional Course Texts:

Kevin Boyle, *Arc of Justice: A Saga of Race, Civil Rights, and Murder in the Jazz Age* (New York: Picador, 2004).

Lizabeth Cohen, *A Consumers' Republic: The Politics of Mass Consumption in Postwar America* (New York: Vintage, 2004).

David Finkel, *The Good Soldiers* (New York: Picador, 2010).

Eric Rauchway, *Blessed Among Nations: How the World Made America* (New York: Hill and Wang, 2006).

Gil Troy, *The Reagan Revolution: A Very Short Introduction* (New York: Oxford University Press, 2009).

The above texts can be purchased at the bookstore. All other readings will be online in digital form on the course page at Learn@UW.

COURSE SCHEDULE

WEEK 1: (No Sections This Week)

9.2 (W) Course Intro/Why Study American History?

Reading: *American Horizons*, 505-511; Rauchway, 1-6.

9.4 (F) Aftermath of the Civil War to Reconstruction: The Second American Revolution.

Reading: Rauchway, 7-29; *American Horizons*, 512-521.

Listening: Backstory, "Reconstructing Republicanism," (8 min.), in *Splintered Parties*.

backstoryradio.org/shows/splintered-parties-2/

Visual: Browse the interactive maps of Reconstruction at mappingoccupation.org, write down one conclusion that can be drawn from the maps.

WEEK 2:

Document for Discussion Sections: "Jourdon Anderson Letter" Source 15.1, *AH*, S15-2.

Listening: Backstory Episode: *Little Feet*, "Kill the Indian" (9 minutes). [Backstoryradio.org/shows/little-feet-2/](http://backstoryradio.org/shows/little-feet-2/)

Visual: Photos of Carlisle Industrial School students: www.radiolab.org/story/photos-before-and-after-carlisle/

Bonus Listen: Radio Lab, 13:4, "American Football," www.radiolab.org/story/football/

9.7 (M) LABOR DAY- NO CLASS

Reading: *American Horizons*, 522-536.

9.9 (W) Closing the Frontier: Western Conquest and Forced Assimilation

Reading: Colin G. Calloway, ed., *Our Hearts Fell to the Ground: Plains Indian Views of How the West Was Lost*, 8-21; 168-178 Learn@UW; *American Horizons*, 560-573.

9.11 (F) Reunion and Reconciliation/ Jim Crow Rises.

Reading: Boyle, 45-69.

Special Assignment #1: Madison Memorials. Choose a Civil War memorial located in Madison (Camp Randall Arch, Hans Christian Heg Statue at the Capitol, Confederate Rest at Forrest Hill Cemetery) to visit and analyze in a short response paper. The response should address how the Civil War is memorialized and remembered today (Be sure to note the date the memorial was constructed, its physical/architectural characteristics, and your own personal reaction)

WEEK 3:

Document for Discussion Sections: "Two Views of the Homestead Lockout," Source 17.4, *AH*, S17-7 to S17-9.

Listening: Backstory, "Niggled and Timed," (10 min) in *Tools of the Trade*, backstoryradio.org/shows/tools-of-the-trade/

Visual: Samuel Sewell Greeley's *Wage Map* and *Nationalities Map* of Chicago. Learn@UW (<http://dcc.newberry.org/collections/chicago-workers-during-the-long-gilded-age>)

9.14 (M) Turning Steel Into Gold: Industrialization in the Gilded Age

Reading: Rauchway, 30-57; *American Horizons*, 553-559; 577-586.

Listening: The Memory Palace, "Horrible Deaths," (5 minutes) thememorypalace.us/2008/11/episode1/

Alternative Activity: Use the nytimes.com searchable archive, (available through UW library) and search "horrible deaths" from January 1, 1870 to January 1, 1890 (using "specific dates" filter). Read three stories and record the manner of death.

Visual: Gilded Age Mansions of Newport, RI. <http://www.fodors.com/news/photos/newports-11-mansions-gilded-age-gems>

9.16 (W) Occupy Wall St.: Populists, Labor and Radicals in The Great Upheaval

Reading: Rauchway, 58-84; *American Horizons*, 587-609; 613-640.

9.18 (F) The Strenuous Life: American Empire and Manhood

Reading: Theodore Roosevelt, "The Strenuous Life," excerpt, Learn@UW. *American Horizons*, 640-674.

WEEK 4

Documents for Discussion Sections: Sources 19.2 and 19.3, *AH*, S19-3 to S19-9.

Listening: This American Life, Episode #235, *The Balloon Goes Up*, Act 4, “Fighting the Previous the War” (8 Minutes). www.thisamericanlife.org/radio-archives/episode/235/the-balloon-goes-up?act=4#play

Visual: Jacob Riis’s New York, NYT Photo Slide show,
http://www.nytimes.com/slideshow/2008/02/27/nyregion/20080227_RIIS_SLIDESHOW_index.html

9.21 (M) Economic Empire: The Almighty Dollar

Reading: Dan Koeppel, *Banana: The Fate of the Fruit that Changed the World*, 51-76. Learn@UW

9.23 (W) Huddled Masses and Underclasses: The “Other Half”

Reading: Boyle, 70-101; “The American Scene: The Search for Order” Learn@UW.

9.25 (F) Madison and the Global Networks of Progressivism

Reading: Rauchway, 85-121; *American Horizons*, 681-704.

Special Assignment #2: Personal Immigration/Migration Map. Using Google Maps (example included), complete your own family’s immigration/migration history for at least two ancestors who either immigrated to United States or migrated from one part of the United States to another. You should include a country/city of origin and a rough date of immigration/migration (a decade is ok) for each ancestor.

WEEK 5 (Research Paper Proposals Due in Section)

Document for Discussion Sections: Source 21.3 “Army Intelligence Test, Alpha,” *AH*, S21-4 to S21-6.

Listening: Backstory, “Protect & Exclude,” (10 min) in *Women at Work*, <http://backstoryradio.org/shows/women-work/>

Visual: WWI Propaganda Posters: www.smithsonianmag.com/history/posters-sold-world-war-i-american-public-180952179/?no-ist

9.28 (M) The Professor Prevails: Wilson and the Progressive Presidency

Reading: Boyle, 102-132.

9.30 (W) Over There, Over Here: America and WWI

Reading: Rauchway, 122-146. *American Horizons*, 704-712; 717-730.

10.2 (F) Making America Safe for Democracy: The Great Migration, Racial Violence, and the New Negro Movement

Reading: W.E.B. Du Bois, “Close Ranks,” and “We Return,” Learn@UW; Boyle, 1-44.

Bonus Activity: Use the nytimes.com searchable archive, (available through UW library) and search “lynching” from January 1, 1890 to January 1, 1930 (using “specific dates” filter). Read at least three stories and note anything that surprised you about the results.

WEEK 6

Document for Discussion Sections: Source 22.2 “Shut the Door,” S22-3 to S22-4.

Listening: Backstory, “Reshaping a Broken World,” (10 min) *The Great War*, backstoryradio.org/shows/the-great-war-4/

Visual: 1920s KKK Application

www.slate.com/blogs/the_vault/2015/04/08/history_of_the_kkk_membership_application_from_the_1920s.html

Special Assignment 3: What can historians learn from sound recordings? Explore the Sounds of NYC at Emily Thompson’s “Roaring Twenties” Interactive Website <http://vectorsdev.usc.edu/NYCSound/777b.html>. Using the “Time” tab, click on at least 5 newsreel sound clips. Write a brief review of the site and your reaction to it. Using a portable recorder, record a 30 sec to 1 minute clip of a Madison “sound” from your daily life or commute.

10.5 (M) Peace Without Victory or Victory Without Peace: Normalcy and Turmoil in 1920s

Reading: William Jennings Bryan, “The Modern Arena,” Learn@UW; Boyle, 133-169; *American Horizons*, 731-749.

10.7 (W) No Room in the Melting Pot: The Unassimilables and the Johnson-Reed Immigration Act of 1924

Reading: Boyle, 170-259.

10.9 (F) Weapons of the Strong: Credit, Food, and Popular Culture

Reading: Boyle, 260-346.

WEEK 7

Document for Discussion Section: No Document This Week.

10.12 (M) MIDTERM IN CLASS

Reading: Prepare for Exam.

Listening (for Wednesday): NPR *All Things Considered*, “Fordlandia: The Failure of Ford’s Jungle Utopia.” <http://www.npr.org/templates/story/story.php?storyId=105068620>

Visual: Comic Strips of the 1930s: <http://xroads.virginia.edu/~1930s/PRINT/comic/cartoon.html>

10.14 (W) Ford’s World: Industrial Democracy, Welfare Capitalism, and American Efficiency

Reading: Cohen, 1-17; *American Horizons*, 781-784.

10.16 (F) Anatomy of an Economic Crisis: 1929-1932

Reading: Cohen 18-61; *American Horizons*, 789 -795.

WEEK 8

Document for Discussion Section: *Dear Mrs. Roosevelt: Letters from Children of the Depression*, Selected Entries, Learn@UW.

Listening: Planet Money Podcast, "Three Ways To Stop a Bank Run," Episode #376. (13 min)

www.npr.org/sections/money/2012/06/05/154367546/three-ways-to-stop-a-bank-run

Bonus Listen: The Memory Palace, Episode 19, "Dam!" (5 minutes) thememorypalace.us/2008/11/episode1/

Visual: Selected Dorothea Lange Photos: <http://www.slideshare.net/mdunne/dorothea-lange-slideshow>

Special Assignment #4: Remix a historical speech. Choose a speech by Huey Long, Father Coughlin, FDR, or Winston Churchill. Then using audio software, "remix" the words of the speech with music to create a new "song." Send as a .mp3 or similar audio file (See examples at Learn@UW)

10.19 (M) FDR and the New Deal as Nation Building

Reading: *American Horizons*, 796-820.

10.21 (W) New Deal or Raw Deal?: Dissent and Criticism from the Left and the Right

Reading: Alan Brinkley, "The Dissident Ideology," Learn@UW.

10.23 (F) Guest Lecture: Memories and Lessons from the Depression and WWII, Fred N. Graf.

Reading: Smedley Butler, "War is A Racket," (pg. 1-4); Henry Luce, "The American Century," Learn@UW

American Horizons, 825-842.

WEEK 9

Document for Discussion: Mr. X [George F. Kennan] "The Sources of Soviet Conduct" Learn@UW.

Listening: Backstory, "America's Diplomat," (8 min) in *Stars and Tsars* backstoryradio.org/shows/stars-and-tsars/

This American Life, Episode #195, *War Stories*, Act 2, "Letters to Home," (14 min)

www.thisamericanlife.org/radio-archives/episode/195/war-stories?act=2#play

Viewing: We Are the Willows, "Dear Ms. Branstner," official music video.

<https://www.youtube.com/watch?v=bwyQF52E2QU>

For background on the band and the song's inspiration see <http://www.npr.org/2014/11/07/361428490/a-musician-writes-a-soundtrack-for-his-grandparents-love-story>

Charles Alston Patriotic Cartoons

www.slate.com/blogs/the_vault/2015/02/05/african_american_history_charles_alston_s_biographical_cartoons_for_the.html

Cold War Propaganda Posters: <http://www.designer-daily.com/10-amazing-cold-war-propaganda-posters-2901>

Special Assignment:

10.26 (M) Mobilizing for Total War: Why the Allies Won/American Superpower in the Nuclear Age

Reading: Cohen, 62-110; *American Horizons*, 843-858.

10.28 (W) Containment and Cold War Logic

Reading: *American Horizons*, 863-894.

10.30 (F) The Domestic Cold War

Reading: Cohen, 111-165; *American Horizons*, 899-928.

WEEK 10

Document for Discussion Sections: "Letters From Mississippi," on Learn@UW.

Film Screening: *Selma* Time and Location: TBA

Listening: WNYC, "The Reason in the Riot" (10 min)

www.wnyc.org/story/serve--protect-a-history-of-the-police-full-episode/

Visual: Gordon Parks NYT Slideshow: <http://lens.blogs.nytimes.com/2012/07/16/a-different-approach-to-civil-rights-images/>

Special Assignment #5: Remix a Civil Rights speech. Choose and locate a recording of a speech/interview by MLK, Malcolm X, Shirley Chisholm, James Baldwin. Sample the speech and add music to create a new "song." Send as a .mp3 file.

11.2 (M) The Civil Rights Movement

Reading: Cohen, 166-192. *American Horizons*, 929-957, "Letter from Birmingham Jail," Martin Luther King, Jr. Learn@UW.

11.4 (W) Space and Race: Cities and Suburbs in Post-War America

Reading: James Baldwin, "The Fire Next Time," (Learn@UW), Cohen, 193-256, *American Horizons*, 957-970.

11.6 (F) No Class (Compensatory Drop)

WEEK 11

Document for Discussion Sections: "President's Commission on Campus Unrest," [Kent State] Learn@UW

Listening: NPR *All Things Considered*, "1968 Columbia Protests Still Stir Passion," (8 min)
www.npr.org/templates/story/story.php?storyId=89884026

Visual: Photos of Sterling Hall Bombing in WHS Collection.

11.9 (M) "What Are We Fighting For?" The Vietnam War

Reading: Bernard Fall, "This Isn't Munich, It's Spain," Learn@UW. *American Horizons*, 975-986

11.11 (W) FILM: *Two Days in October*

11.13 (F) The War at Home: Campus in Revolt

Reading: Ronald Reagan, "Freedom vs. Anarchy on Campus," Learn@UW; AH, 986-999.

WEEK 12

Document for Discussion Sections: Richard Nixon, "The Silent Majority," Learn@UW.

Listening: Backstory, "Please Hold" (6 min) "Binary Codes," (10 min) in *Women at Work*

backstoryradio.org/shows/women-work/

Visual: Austin Music Posters of the late 1960s and early 1970s

www.slate.com/blogs/the_vault/2015/02/20/austin_music_history_music_posters_from_the_1960s_and_1970s.html

Bonus Watch of the Week: "Nixon's The One," Episode One. (20 min) www.youtube.com/watch?v=f9HtoWea72A

Special Assignment #6: Oral History Mini-Project. Option A: Interview someone about their experiences during the Vietnam War. The individual need not be a veteran. Was the individual opposed to the war? In favor of the war? Or indifferent? How did the war affect the person's life and relationships? Option B: Interview a woman about her personal and professional experience in 1970s/80s. Does she identify as a feminist? If so, what does the term mean to her? If not, why not? Record your interview and write a brief summary of the most interesting parts.

11.16 (M) The Southern Strategy, the Silent Majority and Victory for Nixon Land

Reading: Hunter S. Thompson, *Fear and Loathing on the Campaign Trail*, 23-26; 39-57; 415-418; 466-497.

11.18 (W) "Like A Fish Needs a Bicycle": The Feminist Movement.

Reading: Cohen, 291-344; Betty Friedan, "The Problem That Has No Name," Learn@UW.

11.20 (F) This is the End: Lessons and Legacy of Vietnam

Reading:

WEEK 13 (No Sections Will Meet This Week)

11.23 Mourning in America? Jimmy Carter and the Crisis in Confidence

Reading: Troy, *The Reagan Revolution*, 1-30; AH, 1024-1031.

Listening: Backstory, "The Myth of 'Malaise,'" (10 min) in *Talk of the Nation*

backstoryradio.org/shows/talk-of-the-nation/

11.25 (W) THANKSGIVING NO CLASS

11.27 (F) THANKSGIVING NO CLASS

WEEK 14

Document for Discussion Sections: Ronald Reagan, "Evil Empire Speech." Youtube and Learn@UW.

Listening: Starlee Kline, "Trickle Down History," from *This American Life*, Episode 424: Kid Politics (January 14, 2011) (20 minutes).

Visual: Dead Kennedys, "California Uber Alles," (1984). <https://www.youtube.com/watch?v=eIqESwzCGg4>

“Footloose Final Dance Scene,” (1984). <https://www.youtube.com/watch?v=NqGsIEZ5I6c>

11.30 (M) Morning in America: The Reagan Revolution.

Reading: Troy, *The Reagan Revolution*, 31-70; *AH*, 1031-1039.

12.2 (W) Guest Lecture: “Cold Warriors American Evangelicals and Reagan’s Foreign Policy.”

Reading: Troy, *The Reagan Revolution*, 71-103.

12.4 (F) Cold War Victory and the End of History

Reading: Troy, *The Reagan Revolution*, 104-131.

WEEK 15

Document for Discussion Sections: “Authorization for Use of Military Force (AUMF), 2001” Learn@UW.

Listening: Selected audio recordings from 9/11 www.nytimes.com/interactive/2011/09/08/nyregion/911-tapes.html

Bonus Listen: Radiolab, Season 12, Ep. 7, “60 Words” (56 min) www.radiolab.org/story/60-words/

Visual: Globalization Infographic Maps “Starbucks and McDonald’s”
<http://www.princeton.edu/~ina/infographics/starbucks.html>

Special Assignment #7: Interview a OIF/OEF Veteran on Campus or an ROTC cadet. Why did he or she join the military? How does being a soldier relate to being a college student? What does he/she want UW students to know about veterans on campus or the military? (students interested in finding a vet to interview can contact Jacob Beebe, President of Vets, UW-Madison, jjbeebe@wisc.edu)

12.7 (M) American Intervention and Non-Intervention in the Age of Globalization

(FINAL DRAFT OF RESEARCH PAPERS DUE)

Reading: Finkel, *The Good Soliders*, 3-62.

12.9(W) From LA to Ferguson: “Riots” in the Era of the 24-hour News Cycle.

Reading: Finkel, *The Good Soliders*, 63-106.

12.11 (F) The Global War on Terror and 21st Century Nation Building

Reading: David Foster Wallace, “The View From Mrs. Thompson’s,” Learn@UW; Finkel, *The Good Soliders*, 107-148.

12.14 (M) REVIEW: Course Themes in the Present/ Looking Back

12.18 (F) FINAL EXAM, 2:45-4:45, Location: TBA.