

American History from the Civil War to the Present

History 102



Department of History
University of Wisconsin-Madison

Lectures: Tuesdays and Thursdays, 8:00-9:15
1121 Mosse Humanities Building

Discussion Sections: Wednesdays
8:50-9:40 AM, 2111 Mosse Humanities Building
9:55-10:45 AM, 2115 Mosse Humanities Building
11:00-11:50 AM, 2115 Mosse Humanities Building
1:20-2:10 PM, 2101 Mosse Humanities Building

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Teaching Assistant Brianna Lafoon (she/her)
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Description

This course surveys U.S. history from 1865 to the present. Readings, lectures, and discussion will explore the rich variety of the American past: its social movements, diversity of values, shifting geography, and everyday life. The ways people lived, however, was often affected by laws, popular culture, economics, and politics. As a result, U.S. history, as we will see, is truly local, national, and global. It will be our task as a class to untangle these strands so that we can understand the enormous changes that have taken place over the past 150 years. This is not a straightforward task. The past is not a list of major events to be memorized, it is something to be *interpreted*. Each week you will be looking at sources produced in the past—photographs, documents, and more—in order to tell stories and construct arguments. In doing so, you will be learning how to think history like a professional historian.

Learning Outcomes

By the end of this course, students will be able to:

- Identify important events, people, and places in U.S. history since 1865
- Formulate arguments about change over time
- Evaluate arguments about history
- Determine what constitutes reliable and valid evidence
- Interpret, compare, and contrast primary sources
- Think critically about how the narratives about the past are constructed and told.



Credit Hour Policy

This 4-credit course meets as a group for 4 hours per week (according to UW-Madison's credit hour policy, each lecture counts as 1.5 hours and each discussion counts as an hour). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 8 hours per week for reading, writing, preparing for discussions, and/or studying for quizzes and exams for this class.

Grades

Discussion Section Attendance 5%
Discussion Section Participation 15%
Four Reading Responses, 2.5% each. 10% Total
Primary Source Analysis 2 pages. 10%
Midterm Exam 20%
Primary Source Comparison. 3 pages 15%
In-Class Final Exam on Sunday, May 5th at 10:05 AM 25%

Office Hours

The purpose of office hours is to provide a regular time where you can talk about any topic related to class. This may include questions about the reading or assignments, concerns about your grades, or chatting about a topic that sparked your interest during lecture. No appointment is necessary. I can also help with techniques for better succeeding in class. For example, do not be embarrassed if you would like tips for how to take notes or study for an exam.

Accessibility and Accommodations

I am committed to creating a classroom where everyone can feel welcomed, included, and able to learn. If you have or think you may have a disability (e.g. mental health, attentional, learning, chronic health, sensory, or physical) I encourage you to speak with me directly and/or contact the McBurney Disability Resource Center to ensure your needs are being met. Possible things to consider include, but are not limited to:

Can you see and hear the professor and fellow classmates? Can you easily enter, leave, sit and stand with the current classroom seating arrangements? Are you able to take notes in a way that helps you learn? Do you need assistance with writing, typing, or note-taking? Can you focus? Has your ability to focus changed? Do you need extra time on exams? Would you take exams better in a different setting? Would you benefit from assistive technology?

The McBurney Disability Resource Center

Phone: (608) 263-2741 Address: 702 W. Johnson Street, Suite 2104

Website: <https://mcburney.wisc.edu/>

Email: mcburney@studentlife.wisc.edu

UW-Madison supports the right of all enrolled students to a full and equal educational opportunity. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under the Family Educational Rights and Privacy Act (FERPA).

The History Lab

The History Lab is a resource center where experts (PhD students) will assist you with your history papers. No matter your stage in the writing process—choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts—the History Lab staff can help you sharpen your skills and become a more successful writer. Drop by Humanities 4255 or schedule a one-on-one consultation at <http://go.wisc.edu/hlab>

Attendance Policy

It is understood that unforeseen circumstances occur. If you contact me or Brianna Lafoon, we will be happy to discuss the possibility of excusing your absence. You may also contact the Dean of Students Office, who can then coordinate with us on your behalf. <https://doso.students.wisc.edu>

Reading

There are two types of reading this semester: primary sources and books. Primary sources and books will be available for free online. All primary sources will be on Canvas. See below for details about the books.

- Margaret Garb. *Freedom's Ballot: African American Political Struggles in Chicago from Reconstruction to the Great Migration*. Chicago: University of Chicago Press, 2014.

- Mary Ting Yi Lui. *The Chinatown Trunk Mystery: Murder, Miscegenation, and Other Dangerous Encounters in Turn-of-the-Century New York City*. Princeton: Princeton University Press, 2007.
- Thomas Sugrue. *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*. Princeton: Princeton University Press, 2014. Princeton Classics Edition.

The first two books will be on Canvas while the Sugrue is available as an E-Book through the UW Library. To access the library's electronic copy, do the following:

- 1) Visit the UW Madison Library website at library.wisc.edu
- 2) Type in Origins of the Urban Crisis into the catalog search bar
- 3a) Either click on "availability" and click view record for the online copy or
- 3b) Click the linked title and click the link under Online Access

Physical copies of the books will also be on reserve at College Library. You may purchase your own copy.

Reading Responses

Every student will post four reading responses to Canvas over the course of the semester. For the purpose of turning in responses, the class will be divided into three groups. The due date of each response will be determined by group as marked on the syllabus. Even though students will be in groups in order to have assigned due dates, this is an individual assignment that should be done on your own.

When it is your group's turn to submit responses follow these guidelines:

Post your response to the discussion thread on Canvas for that week. You can either type directly into Canvas or upload your file to the thread.

Responses are due at noon on Tuesday of that week. Responses posted after 12:00 PM will be considered late and only be eligible for half-credit.

Compose a response of 400 to 500 words.

Responses will consist of the following components:

A summary of the book OR primary sources due that week. You may select one or more of the primary sources.

- Summaries *must* include the time period discussed, the author's argument, major points, the main groups or actors depicted. Any causality (eg the author thinks x caused y) Note that even primary sources have arguments.

Your reactions:

- Reactions address what you thought about or felt when reading. Examples include but are not limited to whether your opinion changed over the course of reading the text or primary source, whether readings reminded you of anything

else covered in class or in general, and if you think the reading fit any patterns related to history.

At least one question

- Were you unsure about something? Were there topics related to the reading you wish to discuss further?

Exams

There are two exams this semester, a midterm and a final.

Midterm:

Thursday, March 14th in class.

It will cover all reading and lecture material up until that date.

Final:

Sunday, May 5, 10:05 AM-12:05 PM.

It will cover all reading and lecture material for the entire semester.

If you require testing accommodations, it is my responsibility as the professor to make sure you have alternate locations and times. I work with the McBurney Center and the History Department to confirm arrangements. *Please notify me at least two days before an exam if you remain unsure about your testing logistics.*

Important Dates

Primary Source Analysis: Feb. 21

Midterm Review: Mar. 12

Midterm Exam: Mar. 14

Spring Break: Mar. 16-Mar. 24

Primary Source Comparison: Apr. 11

Last Day of Class: May 2

Final: Sunday, May 5, 10:05 AM-12:05 PM

Group 1 Reading Responses Due Tuesdays at Noon: Jan. 29, Feb 19, Mar. 26, Apr. 16

Group 2 Reading Responses Due Tuesdays at Noon: Feb. 5, Feb. 26, Apr. 2, Apr. 23

Group 3 Reading Responses Due Tuesdays at Noon: Feb. 12, Mar. 5, Apr. 9, Apr. 30

Schedule

Week 1 Overview and The Civil War

January 22, 24

No reading due

Discussion sections will be held

Week 2 Reconstruction

January 29, 31

Freedom's Ballot Chapter 1

Primary Sources

Group 1 Reading Responses Due

Week 3 The Rise of Jim Crow, Primary Source Workshop

February 5, 7

Freedom's Ballot 2, 4

Primary Sources

Group 2 Reading Responses Due

Thursday: Cynthia Bachhuber will lead a workshop in analyzing primary sources.

Week 4 Immigration and Westward Expansion

February 12, 14

Chinatown Trunk Mystery Introduction

Primary Sources

Group 3 Reading Responses Due

Week 5 Immigration and Empire

February 19, 21

Chinatown Trunk Mystery

Primary Sources

Group 1 Reading Responses Due

Submit Primary Source Analysis to Canvas by 11:59 PM on February 21

Week 6 Life in the Turn-of-the-Century City

February 26, 28

Chinatown Trunk Mystery

Primary Sources

Group 2 Reading Responses Due

Week 7 Technology and Change

March 5, 7

Primary Sources

Group 3 Reading Responses Due

March 5 Guest lecturer Devin Kennedy

Week 8 Midterm

March 12, 14

Midterm Review: March 12th

Midterm Exam: In class, Thursday March 14th

Exam draws from all reading and lectures through March 7th

Week 9 Spring Break - No Lecture or Section

March 16-24

Week 10 Boom and Bust

March 26, 28

Week 10 Primary Sources

Group 1 Reading Responses due

Week 11 World War II

April 2, 4

Origins of the Urban Crisis Introduction, Chapter 1

Group 2 Reading Responses Due

Week 12 Promises and Pitfalls

April 9, 11

Origins of the Urban Crisis Chapter 2, Chapter 3

Group 3 Reading Responses due

Submit Primary Source Comparison to Canvas by 11:59 on April 11

Week 13 Cracks in the Armor

April 16, 18

Origins of the Urban Crisis Chapter 4, Chapter 5

Group 1 Reading Responses due

Week 14 Restructuring America

April 23, 25

Origins of the Urban Crisis Chapter 6, Chapter 7

Group 2 Reading Responses due

Week 15 *The Present*

April 30, May 2

Origins of the Urban Crisis Chapter 8, Chapter 9

Group 3 Reading Responses due

Final Exam: Sunday, May 5, 10:05 AM-12:05 PM