

HISTORY 102
The United States Since 1865
University of Wisconsin-Madison
Spring 2021

Professor Allison Powers Useche
Monday/Wednesday 2:30-3:45pm Remote Synchronous
Office Hours (remote): Wednesdays 11am-1pm or by appointment
Email: auseche@wisc.edu

All lecture meetings, office hours, and appointments with the professor can be accessed here:
<https://uwmadison.zoom.us/j/8395182126>

COURSE DESCRIPTION

This course provides a broad survey of United States History since 1865. We will explore the major political, economic, social, cultural, and intellectual transformations that have shaped the development of the United States and its relations with the rest of the world between the Civil War and the present day. Students will learn to think like historians by analyzing primary sources, evaluating competing narratives, and formulating arguments about the past. One of the key questions that we will grapple with throughout the course concerns how different people have defined, fought over, and claimed “freedom” in the aftermath of slavery and as the United States became an industrial nation, a sprawling empire, and a global superpower. Whether defined in terms of political participation, economic security, legal protection, or physical safety, struggles over meanings of freedom profoundly shaped the ways Americans lived, worked, moved, and organized during the century and a half following Emancipation. By tracing how the boundaries of citizenship, democracy, and the nation itself have been redrawn during the last 150 years, we will consider the ongoing legacies of the past—and the stories we tell about it—in the United States today.

FORMAT

The format for this course is remote synchronous, with three meetings per week. Two meetings with the professor will involve interactive lectures. An additional discussion section led by a graduate student will allow you to meet in smaller groups to talk about the readings in depth and to hone the skills of critical thinking, research, and writing necessary to do the work of historical analysis.

OBJECTIVES

- Identify important patterns, processes, 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

SECTION INFORMATION

TA: Nicki Day-Lucore

daylucore@wisc.edu

301 – Mondays 4:35-5:25 pm

302 – Tuesdays 8:50-9:40 am

303 – Tuesdays 9:55-10:45 am

308 – Tuesdays 4:35-5:25 pm

Link to Nicki's Discussion Sections:

<https://uwmadison.zoom.us/j/3032460986?pwd=NEZLR2k1c1dlbkR0MldNbkZsdVBrdz09>

TA: Isaac Lee

ijlee@wisc.edu

DIS 301 Tuesday 11:00 – 11:50 AM

DIS 302 Tuesday 1:20 – 2:10 PM

DIS 303 Tuesday 2:25 – 3:15 PM

DIS 304 Tuesday 3:30 – 4:20 PM

Link to Isaac's discussion sections:

<https://uwmadison.zoom.us/j/98142658777>

CREDITS

This course counts for four credits. The course meets as a group for 4 hours per week and carries the expectation that you will spend an average of 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 8 hours per week for reading, writing, preparing for discussions, and/or studying for this class.

COURSE WEBSITE, LEARNING MANAGEMENT SYSTEM & DIGITAL INSTRUCTIONAL TOOLS

All course materials are available on our [Canvas site](#).

All lecture meetings, office hours, and appointments with the professor can be accessed through this Zoom link: <https://uwmadison.zoom.us/j/8395182126>

[Campus Spaces for Virtual Learning & Testing](#)

Dedicated on-campus spaces with high-speed internet are available for students to [reserve](#) for any exam/quiz taken during the semester. Computers can also be requested.

READINGS

Your reading assignment each week will consist of both primary sources produced during the years we are studying and secondary sources written by historians in later years. There are three required texts for this course: Steven Hahn's *A Nation Without Borders: The United States and its World in an Age of Civil Wars, 1830-1910*, Isabel Wilkerson's *The Warmth of Other Suns: The Epic Story of America's Great Migration*, and Joshua Freeman's *American Empire: The Rise of a Global Power, the Democratic Revolution at Home, 1945-2000*. All other readings will be posted on Canvas. The Hahn, Wilkerson, and Freeman texts will be on reserve in the College Library and can be purchased at the University Bookstore or online used or as e-books.

GRADING SCALE

A (92.50+); AB (87.50-92.49); B (82.50-87.49); BC (77.50-82.49); C (69.50-77.49); D (60-69.49); F (Below 60)

ILLNESS POLICY

If you get sick you will have the opportunity to make up missed classes through alternative assignments created in consultation with the professor and TAs. No medical documentation of the illness will be required. Please take care of yourselves.

ASSIGNMENTS AND ASSESSMENT

Lecture Attendance and Participation: 15%

Participation in lecture and in section meetings is critical to your success in this course and is required. Discussions provide the opportunity for you to clarify and consolidate your understanding of the material, flex critical thinking skills, and hear the viewpoints of your fellow students. There will be many different ways you can participate during our lecture meetings, including image, document, film, and music analysis; asking and answering questions; collaborating through group work; and completing class assignments. Please leave your cameras on during lecture meetings. This will help us to emulate as much as possible the experience of in person instruction. If you have concerns about leaving your camera on, let the professor know via email or in office hours. You can miss three lectures no questions asked. However, missing any more without consulting the professor or your TA will affect your participation grade.

Discussion section Attendance and Participation: 25%

Please come to section ready to engage with the material, your peers, and your TA. Each week you will upload a one paragraph (200-300 word) response post to your section's Canvas discussion board. You will have several options (listed below) for what this response might look like. Thoughtful completion of these assignments will contribute to your discussion section grade.

Options for weekly response posts:

- Answer one or more of the questions posed by the professor (these will be sent out in weekly emails on Thursdays and posted to Canvas)
- Respond to a classmate's post
- Analyze one of the week's primary sources
- Reflect on the readings—this could involve discussing something that interested you, confused you, or that you disagreed with
- Raise a series of questions related to the readings or lectures

Quizzes: 30%

Instead of a traditional midterm and final exam, this course will have five low-stakes “check-in quizzes” (each valued at 6% of your final grade). If you attend lecture and section regularly, read the assigned material, take good notes, and review those notes, you should do well on these. We will form in class study groups to help you prepare. These quizzes will primarily consist of identifications and short answers. If you are not happy with your grade, you may choose to retake one of these. **Quizzes will be held in class on February 17, March 3, March 27, and April 14. The fifth quiz will be due on May 7.**

Primary Source Analysis (1 page): 10%

Interpret a primary source from the syllabus or chosen in consultation with your professor or TA. Who produced this source, when, and why? For what audience? How do you think it was received at the time? What can this source tell us about the past? Quote some of the most compelling phrases in the document and explain their importance. **Due by the beginning of class on March 15.**

Comparative Paper (5 pages) 10%:

Analyze two primary sources, either contemporary or successive, to make an argument about meanings of freedom in United States history. One of these sources can be the document you analyzed in your first paper. We will be working on the skills you need to do well on this paper throughout the course. **Due by the beginning of class on April 5.**

Op-Ed (1 page): 10%

You will write a historical opinion piece article similar to those that appear in major newspapers such as the *New York Times* or the *Washington Post*. Your goal in this assignment is to connect an important current event or controversy to a historical topic, theme, or event covered in this class. How does the past help us better understand political debates today? **Due by the beginning of class on April 28.**

COURSE EXPECTATIONS AND GUIDELINES:

PRIVACY OF STUDENT INFORMATION & DIGITAL TOOLS: TEACHING & LEARNING ANALYTICS & PROCTORING STATEMENT

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. UW-Madison takes necessary steps to ensure that the providers of such tools prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices.

Under the Family Educational Rights and Privacy Act (FERPA which protects the privacy of student education records), student consent is not required for the university to share with school officials those student education records necessary for carrying out those university functions in which they have legitimate educational interest. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to designate vendors such as digital tool providers as school officials, and accordingly to share with them personally identifiable information from student education records if they perform appropriate services for the university and are subject to all applicable requirements governing the use, disclosure and protection of student data.

PRIVACY OF STUDENT RECORDS & THE USE OF AUDIO RECORDED LECTURES

See information about [privacy of student records and the usage of audio-recorded lectures](#).

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to

anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

ADDITIONAL RESOURCES:

THE HISTORY LAB: A resource center where experts (Ph.D. students) will assist you specifically with your history related courses and 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. Schedule a one-on-one consultation at <http://go.wisc.edu/hlab>.

THE WRITING CENTER: Another writing resource on campus that provides one-on-one consultations with students to assist them with writing assignments. The writing center is open to all courses (not only history related ones). You can find more information about hours & how to schedule an appointment on their website: <http://www.writing.wisc.edu/index.html>.

STUDENTS' RULES, RIGHTS & RESPONSIBILITIES

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

UW-Madison [Badger Pledge](#)

[Campus Guidance on the use of Face Coverings](#)

Face coverings must be [correctly worn](#) on campus at all times and in all places (both outside and inside), except by students in their assigned residence hall rooms; by employees when alone in a private, unshared lab or office; when traveling alone in a private vehicle; and when exercising outside in a way that maintains 6 feet of distance from other people.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

Quarantine or Isolation Due to COVID-19

Student should continually monitor themselves for COVID-19 symptoms and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their Instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

DIVERSITY & INCLUSION STATEMENT

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

ACADEMIC INTEGRITY STATEMENT

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES STATEMENT

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

SCHEDULE OF CLASSES

Week 1: Introduction and the Civil War

No section meetings this week

January 25 Introduction and Welcome

January 27 The Civil War

Optional Readings:

James Loewen, "Why Do People Believe Myths about the Confederacy? Because our Textbooks and Monuments are Wrong" (2015)

Hahn, Chapter 7

[Frederick Douglass, "What to the Slave is the Fourth of July?" \(1852\)](#)

Alexander Stephens on Slavery and the Confederate Constitution (1861)

Week 2: Reconstruction

Section meetings begin this week

February 1 Meanings of Freedom

February 3 The Overthrow of Reconstruction

Readings:

Hahn, Chapter 8 and pp. 363-376

Petition of Committee on Behalf of the Freedmen to Andrew Johnson (1865)

Mississippi Black Code (1865)

A Sharecropping Contract (1866)

General Reynolds Describes Lawlessness in Texas (1868)

Week 3: America's First Gilded Age

February 8: Capital and Labor in Industrializing America

February 10: Westward Expansion and the Legacies of Conquest

Readings:

Hahn, pp. 377-400 and Chapter 9

Beth Lew-Williams, "The Chinese Must Go: Violence, Exclusion, and the Making of the Alien in America" in *Racism in America: A Reader*

Henry George, *Progress and Poverty*, Selections (1879)

Andrew Carnegie's Gospel of Wealth (1889)

Chief Joseph on Indian Affairs (1877, 1879)

Week 4: Freedom's Boundaries at Home and Abroad

February 15 Jim Crow

February 17—**Quiz 1**—Overseas Empire

Readings:

Hahn, Chapter 11

Wilkerson, pp. 1-15 and 19-35, 36-46, 47-71, or 72-88

Ida B. Wells-Barnett, "Lynch Law in America" (1900)

The "Omaha Platform" of the People's Party (1892)

[Emilio Aguinaldo on American Imperialism in the Philippines \(1899\)](#)

Week 5: The Progressive Era

February 22 Varieties of Progressivism

February 24 Progressivism and Empire

Readings:

Hahn, Chapter 12

Monica Muñoz Martínez, “The Injustice Never Leaves You: Anti-Mexican Violence in Texas” in *Racism in America: A Reader*

Eugene Debs, “How I Became a Socialist” (1902)

Laura C. Kellogg on Indian Education (1913)

Theodore Roosevelt’s Corollary to the Monroe Doctrine (1904)

Week 6: World War I

March 1 The Great War at Home and Abroad

March 3—**Quiz 2**—The 1918 Flu Pandemic

Readings:

Hahn, Epilogue

Steven Burg, “Wisconsin and the Great Spanish Flu Epidemic of 1918,” *Wisconsin Magazine of History*, vol. 84, no. 1 (2000)

Woodrow Wilson Requests War (1917)

W.E.B DuBois, “Returning Soldiers” (1919)

Lutiant Van Wert Describes the 1918 Flu Pandemic (1918)

Week 7: The Great Depression and The New Deal

March 8 From the Roaring Twenties to the Great Depression

March 10 The New Deal and its Exclusions

Readings:

Robin D.G. Kelley, “The Great Depression” in Ibram X. Kendi and Keisha Blaine, eds., *Four Hundred Souls*

Jefferson Cowie, *The Great Exception* Chapter 3

Immigration Quotas under the Johnson-Reed Act (1924)

Huey P. Long, “Every Man a King” and “Share our Wealth” (1934)

Emma Tenayuca Reminisces about Labor Organizing in San Antonio (1936-1938)

Week 8: World War II

March 15 Double Victory?

Primary Source Analysis Due

March 17 Becoming a Global Superpower

Readings:

Freeman, Chapter 1

Wilkerson, 124-160

A Phillip Randolph and Franklin Roosevelt on Racial Discrimination in the Defense Industry (1941)

Aiko Herzig-Yoshinaga on Japanese Internment (1942/1994)

Harry Truman Announcing the Atomic Bombing of Hiroshima (1945)

Week 9: The United States and the Cold War

March 22 Cold War America

March 24 How Cold Was the Cold War?

Quiz 3

Readings:

Freeman, Chapters 2 and 4

NSC-68 (1950)

Senator Margaret Chase Smith's "Declaration of Conscience" (1950)

Paul Robeson's Appearance Before the House Un-American Activities Committee (1956)

Week 10: The Limits of Postwar Prosperity

March 29 An Affluent Society?

March 31 The Freedom Movement

Readings:

Freeman, Chapter 5

Wilkerson, 223-259

Keeanga-Yamahitta Taylor, "Property" in Ibram X. Kendi and Keisha Blaine, eds., *Four Hundred Souls*

Juanita Garcia on Migrant Labor (1952)

Rosa Parks on Life in Montgomery, Alabama (1956-1958)

[The Southern Manifesto \(1956\)](#)

Week 11: The Sixties

April 5 The Long and Wide Civil Rights Movement

Comparative Paper Due

April 7 The Vietnam War

Readings:

Freeman, Chapters 6 and 9

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

[Grape Workers Issue the Boycott Day Proclamation \(1969\)](#)

"Black Panther Party Platform, Program, and Rules"

Barry Goldwater, Republican Nomination Acceptance Speech (1964)

The Port Huron Statement (1962)

Native Americans Occupy Alcatraz (1969)

Week 12: The Conservative Turn

April 12 A Silent Majority?

April 14 The Reagan Revolution

Quiz 4

Readings:

Freeman, Chapters 15-16

Elizabeth Hinton, "From the War on Poverty to the War on Crime: The Making of Mass Incarceration in America"

[Brochure on the Equal Rights Amendment \(1970\)](#)

Phyllis Schlafly, "The Fraud of the Equal Rights Amendment" (1972)

Johnnie Tillmon, "Welfare is a Women's Issue" (1972)
First Inaugural Address of Ronald Reagan (1981)

Week 13: From the Cold War to the War on Terror

April 19 A Post-Cold War World?

April 21 9/11 and the War on Terror

Readings:

Freeman, Chapters 17-18

Wilkerson, 465-490 or 491-515

[Pat Buchanan on the Culture War \(1992\)](#)

Jaula de Oro by Los Tigres del Norte (1984)

[Bill Clinton on Free Trade and Financial Deregulation \(1993-2000\)](#)

Security, Liberty, and the War on Terror (2008)

Week 14: The Recent Past

April 26 The 2000s

April 28 Histories of the Present

Op-Ed Due

Readings:

Freeman, Epilogue

Jaskiran Dhillon, "This Fight has Become My Life, and It's Not Over" An Interview with Zaysha Grinnell

Obergefell v. Hodges (2015)

Alicia Garza, "A Herstory of the #BlackLivesMatter Movement" (2014)

Karla Cornejo Villavicencio, "Waking Up from the American Dream" (2021)

Quiz 5 is due by May 7 at 5pm