

**AMERICAN HISTORY: CIVIL WAR TO PRESENT
HIST 102
Spring 2022**

**Lecture: Mondays and Wednesdays: 4:00-5:15PM
Location: INGRAHAM 22**

Instructors and Office Hours:

Professor Monica Kim Email: mkim687@wisc.edu Please make sure to put "Hist 102" in the subject heading of your email.	Office Hours Thursdays, 11:00AM-12:00PM and by appt Zoom Office Link: https://uwmadison.zoom.us/j/880135694
Nicole (Nicki) Day-Lucore Teaching Assistant Email: daylucore@wisc.edu	Office Hours Tuesdays, 9AM-11AM Zoom Office Link: https://uwmadison.zoom.us/j/3032460986

Instructors' Email Policy:

Allow up to 24 hours for a response (more if over the weekend).

Course Description:

This course examines the social, economic, and political development of the United States from the end of the Civil War to the present. At the heart of this course, we will be following how different people defined, fought over, and claimed "freedom" throughout American history, whether we are discussing American presidents, former slaves, migrant laborers, or student activists. In our textbook, the historian Eric Foner lays out the three aspects of freedom we will trace in our course: 1) the *meanings* of freedom; 2) the *social conditions* that make freedom possible; and 3) the *boundaries* of freedom that determine who is entitled to enjoy freedom and who is not.

This is an introductory course to American history, and all of you are bringing a tremendous amount of experience with American history through your daily lives - whether you have lived within or outside the United States. Drawing upon our collective experience, we will discuss what the common myths are about American history, how we can challenge these myths as historians, and how people use stories about the American past in the present.

We will begin studying and *practicing* the craft of history in this class by analyzing primary documents, identifying historical patterns, crafting arguments, and writing/presenting clearly and concisely. More broadly though, this course aims to

help you filter, gather, and assess information in our current world, honing your skills of judgment, assessment, and argument regarding evidence.

The format of this course is a combination of lecture and discussion section. We convene twice a week for lectures; you will additionally meet once a week for discussion section. Lectures contain information that contextualizes and complements readings: lectures do not necessarily duplicate readings and the readings do not contain all of the information provided in lectures. **Regular attendance at lectures is fully expected and you will be responsible for all material covered in lectures regardless of your actual attendance. Attendance at recitation sections is mandatory and both attendance and engaged participation in section are an integral part of your overall course grade.**

In this course, you will read a number of primary documents (documents about a specific period produced by people alive at that time), which will greatly enhance your understanding of the past. It is imperative that you take the time to do the assigned readings each week so that you can get the most out of lecture and participate fully during recitation sections. Each week's readings generally exceed 125 pages but the readings for this course are quite readable and they are neither difficult nor time-consuming. **Careful reading of course materials is crucial to your preparation for the four quizzes and successful completion of this course is contingent upon appropriate preparation throughout the semester.**

Learning 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

Required Readings:

* The two required textbooks are ETextbooks already integrated into our Canvas site:

Eric Foner, *Give Me Liberty!: An American History, Volume 2* (Seagull Sixth Edition)-GML

Eric Foner, *Voices of Freedom: A Documentary History, Volume 2* (Seagull Sixth Edition)-VOF

Other materials included in the course are posted on our Canvas site.

Class Attendance and Participation:

We wish to create a pleasant learning environment for all of you, and we expect that you will respect our community by contributing to an environment conducive to learning. **The evaluation of your participation is not solely based on your active, spoken engagement, but also based on your active, listening engagement.** As such, turn off and put away all cellphones and electronics during the duration of our class. Participation also includes prompt, on-time arrival to class, especially since we will give critical announcements regarding readings and assignments at the beginning of the lecture time.

Discussion Sections (in Mosse Humanities Building)

DIS 301: Mondays, 5:40-6:30 pm, Room 2631

DIS 302: Tuesdays, 12:05-12:55 pm, Room 2125

DIS 303: Tuesdays, 2:25-3:15 pm, Room 2631

DIS 304: Tuesdays, 3:30-4:20 pm, Room 2125

Grading:

In an introductory course like this, students come from a cross-section of the university. Thus, we use multiple kinds of evaluations that assess various skills, such as mastery of content, interpretation of historical evidence, oral presentation of ideas, and ability to write in an organized and grammatically clear way.

We will base your performance on the following criteria:

- 20% Lecture Attendance and Participation
 - 20% Discussion Section Attendance and Participation, Weekly Responses
 - 40% Four Historical Analysis Quizzes (10% each)
 - 20% Historical Research Paper on Japanese American internment
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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)

Assignments and Assessments:

Quizzes: Instead of a traditional midterm and final exam, this course will have four skill-building quizzes (each valued at 10% 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. Each quiz aims to help you build a skill in analysis and communication as a historian. These quizzes are open-note and open-book, so the key thing we are looking for is *your* argument and analysis, rather than a list of facts.

Quizzes will be held during lecture meetings on February 23, March 9, and April 6. The fourth quiz will be held during the scheduled final exam time.

Japanese American Internment Historical Research Paper: You will write a 5-7 page research paper on the Japanese American internment camps of World War II. What's exciting about this paper is that you will be using oral history interviews with Japanese American former internees as the basis of your research and historical arguments. We encourage you to start EARLY, and to start talking about your papers EARLY with both Professor Kim and Nicki.

Credit Hour Policy:

This 4-credit class meets each week for a total of 4 class period hours over the spring semester: two 75-minute lectures plus one 50-minute discussion section, which together count as four contact hours according to UW Madison's credit hour policy. The course expects that students will work on course learning activities (reading, writing, studying, discussing, etc.) for about 2 hours out of classroom for every class period, for an average of at least 8 hours of work outside of class per week.

Resources:

The History Lab

The History Lab is a resource center where 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 is here to help you sharpen your skills and become a more successful writer. Sign up for a one-on-one consultation online: <http://go.wisc.edu/hlab>.

Course Policies:

1. Attendance and Participation:

Timely attendance at each class meeting is required. This course is a **lecture with student engagement**, and your attendance and participation are essential for the success of this course.

2 unexcused absences are allowed from lectures, and you must contact both Professor Kim and Nicki regarding your absences. If you find yourself in a position where a prolonged absence (i.e., quarantine, illness, etc.) is necessary, please immediately contact Professor Kim and Nicki - we will work together to work out a viable and sustainable plan.

In this lecture, there is one basic ground rule: no laptops for note-taking, since a core element of this lecture is engagement, not transcription - and also no cellphones at any point during the lecture. Please note that I will be providing Powerpoints of the lectures, so the goal is not transcribing my lectures, but rather following the analytical

arc of the lecture and then applying the lessons of the lecture during discussion sections.

2. Email etiquette:

Please be thoughtful in your professional communication. It is important to develop appropriate emailing styles for different contexts. Your professors and your peers expect emails to be written free of texting shorthand, with an appropriate salutation.

Feel free to contact me outside of normal hours, but understand that I may not respond immediately. Note, too, that I cannot discuss grades, or answer substantive questions about course material, over email. Please do make an appointment with me during Office Hours.

3. Accommodations:

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 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. I will work either directly with 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.

4. Privacy of Student Records & the Use 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.

5. Academic honesty:

Intellectual integrity is the university's most fundamental commitment. Plagiarism of any kind will be penalized to the fullest possible extent, without warning or

exception.

The most common causes of plagiarism are not deliberate dishonesty, but stress and uncertainty. You are encouraged to begin assignments well in advance of the deadline, and to check with the instructor if you have any questions. Whenever you draw upon somebody else's words or ideas to make a point, give them credit in a note. If you have questions about documentation requirements, don't guess - just ask.

For further details on university policy, strictly adhered to in this class, see:
<https://conduct.students.wisc.edu/academic-integrity/>

6. Diversity & Inclusion:

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. (Source: <https://diversity.wisc.edu/>)

7. Students' Rules, Rights and 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.

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.

** This syllabus is subject to change as the instructor sees fit.*

COURSE SCHEDULE:

Reading and Writing assignments appear on the day they are to be COMPLETED:

Note: Instructions on which documents must be read for recitation will be posted under "Assignments" on our Canvas site.

WEEK 1

Jan 26: Introduction to Course

WEEK 2

Jan 31: Reconstruction - What is freedom?

Readings: GML, Chapter 15: 563-591

Feb 2: Reconstruction - What is freedom?

Readings: GML, Chapter 15: 591-603

Jan 31/Feb 1: Discussion Section

- VOF: Chapters 15

WEEK 3

Feb 7: America's Gilded Age

Readings: GML, Chapter 16

Feb 9: Freedom's Boundaries, At home and abroad

Readings: GML, Chapter 17: 648-669

Feb 7/8: Discussion Section

- VOF: Chapter 16

WEEK 4

Feb 14: Freedom's Boundaries, At home and abroad

Readings: GML, Chapter 17: 669-688

Feb 16: **QUIZ #1**

Feb 14/15: Discussion Section

- VOF: Chapter 17
- Prep for Quiz #1

WEEK 5

Feb 21: **The Progressive Era**

Readings: GML, Chapter 18: 689-71

Feb 23: **The Progressive Era**

Readings: GML, Chapter 18: 713-733

Feb 24/25: Discussion Section

- VOF: Chapter 18

WEEK 6

Feb 28: **World War I**

Readings: GML, Chapter 19

Mar 2: **The Twenties: From Business Culture to Great Depression**

Readings: GML, Chapter 20

Mar 2/3: Discussion Section

- VOF: Chapter 19 & 20

WEEK 7

Mar 7: **The New Deal**

Readings: GML, Chapter 21

Mar 9: **QUIZ #2** (Primary Source)

Mar 7/8: Discussion Section

- VOF, Chapter 21
- Preparation for Quiz #2 (Primary Source)

****SPRING BREAK****

Mar 14 & 16: NO CLASS

WEEK 8

Mar 21: World War II

Readings:

- Yang Murray, *What did the Internment of Japanese Americans Mean?*
- *Rabbit in the Moon*, documentary

Mar 23: World War II

Readings:

- GML, Chapter 22: 861-905

Mar 21/22: Discussion Section

- VOF, Chapter 22
- Introduction to Oral Histories for Paper

WEEK 9

Mar 28: Cold War

Readings: GML, Chapter 23: 906-922

Mar 30: Cold War

Readings: GML, Chapter 23: 922-941

Mar 28/29: Discussion Section

- VOF: Chapter 23
- Creating a historical argument for Paper

WEEK 10

Apr 4: An Affluent Society, 1953-1960

Readings: Chapter 24

Apr 6: QUIZ #3

Apr 4/5: Discussion Section

- VOF: Chapter 24
- Prep for Quiz #3

WEEK 11

Apr 11: The Sixties

Readings: GML, Chapter 25: 985-1002

- *Fog of War*, documentary

Apr 13: The Sixties

Readings: GML, Chapter 25: 1002-1031

Apr 11/12: Discussion Section

- VOF, Chapter 24

WEEK 12

Apr 18: The Conservative Turn

Readings: Chapter 26: 1032-1052

Apr 20: The Conservative Turn

Readings: Chapter 26: 1053-1075

Apr 18/19: Discussion Section

- VOF, Chapter 26

April 22: Paper Due at 12NOON on Canvas

WEEK 13

Apr 25: From Triumph to Tragedy, 1989-2004

Readings: Chapter 27

Apr 27: From Triumph to Tragedy, 1989-2004

Readings: Chapter 27

Apr 25/26: Discussion Section

- VOF, Chapter 26

WEEK 14

May 2: A Divided Nation

Readings: Chapter 28

May 4: **A Divided Nation**
Readings: Chapter 28

May 2/3: Discussion Section

- VOF, Chapter 28
- Prep for Quiz #4

****QUIZ #4: SUNDAY, MAY 8, 2020 5:05PM-7:05PM****