



History 102 The US from the Civil War to Present

Description

This course surveys U.S. history from 1860 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 threads to understand the enormous changes that have taken place. 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.

Instructional Modality

In-Person

Lecture Meeting Time

Tuesdays and Thursdays, 9:30-10:45 AM Central

Lecture Location

Sewell Social Sciences 5206

Discussion Sections

301 T 11-11:50 Sewell Social Sciences 4322

302 T 12:05-12:55 Sewell Social Sciences 4322

304 W 8:50-9:40 Humanities 2125

305 W 1:20-2:10 Humanities 2125

306 W 2:25-3:15 Humanities 2125

308 W 4:35-5:25 Humanities 2125

Professor Information

Dr. Paige Glotzer (she/they)

Assistant Professor of History, University of Wisconsin-Madison

Email: pglotzer@wisc.edu

Mailbox: Humanities 4024

Professor Office Hours

Time: Tuesdays, 1:00-3:00 PM

Locations: Humanities 4116 or Zoom. The Zoom link can be found in Canvas.

Professor Glotzer holds office hours simultaneously in-person and on Zoom. You may choose either modality to drop in.

Teaching Assistant Information and Office Hours

Kyle Miron

Email: kmiron@wisc.edu

Mailbox: 4098 Mosse Humanities Building

Office: 4266 Mosse Humanities Building

Office Hours: Wednesdays, 10-12

Callie Rosenberg

Email: crosenberg7@wisc.edu

Mailbox: 4045 Mosse Humanities Building

Office: 4266 Mosse Humanities Building

Office Hours: Thursdays, 11-1 or by appointment

Office Hours Explanation

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, come to discuss tips for how to take notes or study.

Course Designations, Attributes, and Requisites

Breadth: Humanities or Social Sciences

Level: Elementary

L&S Credit: Counts as Liberal Arts and Science credit in L&S

Requisites: None

Credit Hours: 4**Credit Hour Policy**

One credit is the learning that takes place in at least 45 hours of learning activities, which include time in lectures or class meetings, in person or online, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other learning activities.

Regular and Substantive Student-Instructor Interaction: This course engages students through direct instruction, providing feedback on student work, providing information about course content, and facilitating discussion of course content multiple times per week.

Course Learning Outcomes

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 historical arguments
- Determine the reliability and validity of evidence
- Interpret, compare, and contrast primary sources
- Think critically about how narratives about the past are constructed and told.

Grade Scale

93-100% A 78-82% BC 0-59% F

88-92% AB 70-77% C

83-87% B 60-69% D

Grades are not curved.

Grades

- Lecture Attendance 5%
- Discussion Section Attendance 10%
- Discussion Section Participation 15%
- Midterm Exam 15%
- 2-page Primary Source Analysis 15%
- 3-page Primary Source Comparison 20%
- 4-5-page Reflection Essay 20%

There is no final exam.

Lateness Grade Policy

The midterm and assignments will lose 1/3 of a letter grade for every day they are late. This does not apply in cases where students have pertinent accommodations or have made arrangements with Professor Glotzer. Even if you do not have official accommodations, talk to Professor Glotzer ahead of time if you have concerns.

Grade Explanation

Attendance: To receive full credit for attendance, you must both show up *and* be on time. If you anticipate issues with being on time, such as class or job scheduling, please discuss it with Professor Glotzer and/or your TA. It is always possible to work out attendance arrangements, even if you do not have official accommodations, but we will only know if you bring the need to our attention. It is easier to make arrangements beforehand than try to address an issue after the fact.

Discussion section attendance and participation: As a four-credit class, History 102 includes a mandatory discussion section run by your TA. These smaller meetings are where you will collaboratively engage with the material through conversation and activities. Discussion sections are not only integral for your learning but require a tremendous amount of effort from TAs to prepare and facilitate. It is expected for you to take sections seriously. Therefore, they heavily factor into your grade.

Lecture attendance: Professor Glotzer will set aside five minutes at the beginning of random lectures for you to answer a brief writing prompt. The contents of the prompt are ungraded but will serve to mark you present, late, or absent. They will also help Professor Glotzer and your TAs get to know you and check in on your learning.

Midterm exam: the exam is untimed, open book, and entirely run on Canvas. It will not take place in the classroom. You will have a window of several days and can pause as often as needed. If you use the Testing Center, please contact Professor Glotzer to begin the scheduling process.

Primary source assignments and essay: These assignments are meant to identify and sharpen specific skills that you will find useful both now and, even if you do not take other history classes, in the future. Detailed assignment sheets will be available on Canvas. Assignment sheets include instructions, explanations of skills being assessed, grading rubrics, and tips.

Accommodations for Students with Disabilities

Professor Glotzer is committed to creating a class where everyone can feel welcomed, included, and ready to learn. Disability will not be stigmatized in History 102 and should not be treated as something “bad” or “less than” in general. Accommodations are all about acknowledging that default university and workplace settings have been created with a narrow vision of who might use them; accommodations help alter those short-sighted decisions to be more reflective of human diversity. If you have or think you may have a disability (e.g. attentional, learning, chronic health, sensory, or physical) speak directly with Professor Glotzer and/or contact the McBurney Disability Resource Center, where staff members can unlock possibilities.

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 ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Contact: The McBurney Disability Resource Center

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

Phone: (608) 263-2741

Address: 702 W. Johnson Street, Suite 2104

Email: mcburney@studentlife.wisc.edu

Dependent Care Policy

I ask that all students work with me to create a welcoming environment that is respectful of diversity, including diversity in parenting and caretaking status.

1. All breastfeeding babies are welcome in class as often as is necessary.
2. Children are always welcome in Professor Glotzer's office hours.
3. You do not need to inform Professor Glotzer ahead of time if you are bringing a child to class. We can think of them as junior scholars auditing to determine if they want to study history.
4. Finally, Professor Glotzer understands that the fatigue caused by caretaking can be a barrier to completing coursework. While she maintains the same high expectations for all students regardless of caretaking status, she is happy to problem-solve with you in a way that makes you feel supported as you strive for balance.

To learn more about UW-Madison's pregnant and parenting student policies and resources, see: <https://doso.students.wisc.edu/guide/accommodations-for-life-events/pregnancy-and-parenting-students/>

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.

Originality Policy

As AI becomes a more widely-used part of our lives, you might be considering using it to generate part or all of an assignment. The use of AI programs such as ChatGPT is an evolving and complex issue. You are required to discuss any plans to use AI with Professor Glotzer *in advance* of assignment submission. We will decide together how you will document the role AI has played in completing the assignment. Your desire to use AI will therefore likely trigger the requirement for an extra piece of writing in which you explain how you are still meeting the assignment's goals. Assignments, like all aspects of our class, is as much about the process of learning and developing particular skills as it is about any final output. ChatGPT *can* be compatible with that under very specific circumstances, in dialog with Professor Glotzer, and when done with full transparency. All use of AI without explicit authorization by Professor Glotzer will be considered cheating.

Resources

See Canvas for a list of resources related to academic success and well-being.

Assigned Reading

For the most part, assigned reading consists of primary sources. Occasionally, a secondary source will be assigned. Readings will either be available on Canvas or a link will be provided. Readings are compatible with adaptive technology such as screen readers. All visual material contains alt-text or descriptions and all audio includes either captions or transcripts. If you have any concerns pertaining to either accessing the reading or the accessibility of the reading, please do not hesitate to contact Professor Glotzer and/or your TA. Professor Glotzer is happy to make corrections and adjustments.

Important Dates

- Primary Source Analysis: October 5th, 11:59 PM
- Midterm Exam Window: Wednesday, Oct. 25th 5:30 PM – Sunday, Oct. 29th 11:59 PM

- Primary Source Comparison: November 16th, 11:59 PM
- Essay: December 14th, 11:59 PM

Schedule

Complete each week's reading *before* your discussion section. Dates listed below are for lectures unless otherwise noted.

Week 1 Overview

September 7

No reading due

No discussion sections

Week 2 Civil War and Reconstruction

September 12,14

Reading:

- [Jourdan Anderson Writes His Former Enslaver, 1865](#)
- Confederate Currency
- Share Wages Contract

Week 3 Reconstruction and The Rise of Jim Crow

September 19,21

Reading:

- [Excerpt of Mississippi Black Code, 1865](#)
- Ida B. Wells, *Crusade for Justice* (Chicago: University of Chicago Press, 1970) Chapter 6
- Jim Crow Sheet Music

Week 4 Immigration and Westward Expansion

September 26,28

Reading:

- [John Gast, "American Progress"](#)
- [Chester A. Arthur on American Indian Policy](#)
- [Laura C. Kellogg on Indian Education](#)
- Explore the Overview, Universities, Tribal Nations, and Lands sections of [Land Grab Universities](#). The Stories section is not required.

Week 5 Immigration and Empire

October 3,5

Reading:

- Catherine Ceniza Choy, *Empire of Care: Nursing and Migration in Filipino American History* (Durham: Duke University Press, 2003), Chapter 1.

Primary Source Analysis Due October 5th, 11:59 PM via Canvas

Week 6 Life in the Progressive Era City

October 10,12

Reading:

- Explore the digital exhibit [Children in Progressive-Era America](#)

Week 7 Progressive Era Shifts

October 17,19

Reading:

- Watch *Modern Times*, a 1936 film starring Charlie Chaplin. It is available via Canvas.

Week 8 Midterm

Tuesday, October 24: In-class review

Thursday, October 26: No lecture

Discussion Sections: Yes

Exam Window: Wednesday, Oct. 25th 5:30 PM – Sunday, Oct. 29th 11:59 PM

Week 9 Boom and Bust

October 31, November 2

Reading:

- [Hiram Evans on “The Klan’s Fight for Americanism”](#)
- Explore the digital project [Mapping Inequality](#). Look at the maps and read the area descriptions for at least three cities.

Week 10 World War II and the American Dream

November 7,9

Reading:

- Browse Northwestern University's [digital collection](#) of World War II government agency posters. Identify at least two you find interesting or surprising.
- Watch all segments of the [oral history interview of Aiko Herzig](#)

Week 11 The Cold War

November 14,16

Reading

- The Kitchen Debates
- All text and media sources [here](#)

Primary Source Comparison Due November 16th, 11:59 PM via Canvas

Week 12 Thanksgiving Break

Lecture: None

Discussion Sections: None

Week 13 A New Order

November 28, 30

Reading:

- Daniel Martinez HoSang, *Racial Propositions: Ballot Initiatives and the Making of Postwar California* (Berkeley: University of California Press, 2010), Chapter 3

Week 14 Crisis

December 5,7

Reading:

- Vito Russo, Why We Fight. Video available [here](#) (Timestamp: Minutes 0-13)
Transcript available [here](#).
- Read: [The Helms Amendment](#) and its vote count
- View: [Protest photograph](#)
- View: [Newsweek cover](#)
- Read: [Silencio=Muerte: An Interview with Julian de Mayo on the Legacy of ACT-UP's Latina/o Caucus](#) (Note: This is not a primary source)
- Optional: Browse the [digital archives](#) of ACT UP actions and the Latina/o Caucus

Week 15 The Present

Lecture: December 12

Discussion Sections: Yes

Reading:

- M. Nolan Gray, "The UCLA Students Who Live in Their Cars," *The Atlantic* (Aug. 3, 2023)
- [Statement from President Joe Biden on Student Loan Debt Cancellation for More Than 800,000 Borrowers](#)
- [Shawn Johnson, New Lawsuit Seeks to Overturn Wisconsin's Republican-Drawn Legislative Maps, *Wisconsin Public Radio* \(Aug. 2, 2023\)](#)
- [Tag Evers, Madison's Housing Crisis](#)

Essay Due December 14th, 11:59 PM via Canvas