

## **DSE-V**

### **History of the USA: Reconstruction to New Age Politics**

#### **Course Objective**

The course attempts to understand the changing political culture of USA following the Civil War and Reconstruction. It focuses on the gender roles and mobilization of the African-Americans in the long duration, charting the processes that marked the eventual beginnings of the Civil Rights Movement and the Feminist Movement. It studies worker's culture, labour unions and movements, agrarian and urban reform even as it understands the strengthening and consolidation of American capitalism and imperialism and its impact on the global environment.

#### **Learning Outcomes:**

Upon completion of this course the student shall be able to:

- Explain the reasons for the implementation of 'Reconstruction' and the causes for its limited success.
- Analyse the growth of capitalism in USA especially in terms of big business, Monopolism, etc.
- Examine the features of Labour Union movements.
- Discern the history of Populist and Progressive movements along with introduction of New Deal in response to the Great Depression.
- Describe the nature of Women's Liberation movement and also explain the 'Pastoralization' of Housework
- Illustrate the significance of Civil Rights Movements and Martin Luther King Jr.

#### **Course Content**

##### **Unit I: Reconstruction**

[a] The Makings of Radical Reconstruction; Radical Reconstruction in the South: Blacks, Carpetbaggers, Scalawags, KKK (Ku Klux Klan)

[b] Redemption vs. Failure: an interpretation

##### **Unit II: The Gilded Age – Economic and Social Divide**

[a] Growth of Capitalism - Big Business: Competition, Consolidation, Monopolism

- [b] Worker's Culture; Organization of Labour Unions and Movements (both men and women)

### **Unit III: Resistance vs. Reform**

- [a] The Populist Challenge: Agrarian Crisis and Discontent
- [b] The Politics of Progressivism: Varieties and Limitations
- [c] The New Deal: Response to the Great Depression, Reformism or Economic Experimentation

### **Unit IV: Gender Roles**

- [a] Cult of Womanhood in the Nineteenth Century; The 'Feminist Mystique': Women's Liberation
- [b] White and Black Women in 'Public' Space
- [c] Class and Gender: 'Pastoralization' of Housework; Sexual Division of Labor and Artisan Tradition; Lowell Textile Mill Workers

### **Unit V: African-American Movement**

- [a] Black Leadership: Booker T. Washington; W.E.B. Dubois; NAACP and Marcus Garvey, Malcolm X
- [b] Civil Rights Movement: Martin Luther King Jr.

### **Unit VI: USA in World Politics**

- [a] Imperial ambition and power: the Spanish-American War; USA and East Asia; USA and Latin America; America in the First World War
- [b] America in the Second World War; The Cold War: Strategy of 'Containment'; Truman Doctrine
- [c] Anti-Communist Crusade: McCarthyism; Korean War; Cuban Project

### **ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:**

**Unit I.** This unit engages with the issues associated with Reconstruction in post civil war USA. It also examines what historians describe as 'redemption' and its failure. **(Teaching time: 3 weeks Approx.)**

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. II. New York: W.W. Norton & Co. 2<sup>nd</sup>edn.
- Boyer, P.S., H. Sitkoff et al. (2003). *The Enduring Vision: A History of the American People*. Vol. II. 5<sup>th</sup>edn. Massachusetts: Houghton Mifflin Company.

- Bailyn, B., D. Wood, J.L. Thomas et.al. (2000). *The Great Republic, A History of the American People*, Massachusetts: D.C. Heath and Company.
- Datar, K. *America Ka Itihas*. (1997). University of Delhi: Directorate of Hindi Medium Implementation Board.
- Grob, G.N. and G.A. Billias. (2000). *Interpretations of American History: Patterns and Perspectives*. Vol. II. New York: The Free Press.
- Foner, E. (2002). *Reconstruction: America's Unfinished Revolution, 1863-1877*. New York: Harper Perennial.
- Foner, E. (1983). 'The New View of Reconstruction'. *American Heritage*, Vol. 34, Issue 6, October-November, pp.10-15.
- Foner, E. (1989) 'The Continuing Evolution of Reconstruction History', *OAH Magazine of History*, Vol. 4, No. 1, Winter, pp.11-13.

**Unit II:** This unit addresses the history of the growth of Capitalism in the USA which saw the emergence of Big Business. It also examines the economic and social divide in society by examining the organization of Labour Unions and Civil Rights movements which touched both men and women.**(Teaching time: 2 weeks Approx.)**

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. II. New York: W.W. Norton & Co. 2<sup>nd</sup>edn..
- Boyer, P.S., H. Sitkoff et al. (2003). *The Enduring Vision: A History of the American People*. Vol. II. 5<sup>th</sup>edn. Massachusetts: Houghton Mifflin Company.
- Bailyn, B., D. Wood, J.L. Thomas et.al. (2000). *The Great Republic, A History of the American People*, Massachusetts: D.C. Heath and Company.
- Datar, K. (1997). *America Ka Itihas*. University of Delhi: Directorate of Hindi Medium Implementation Board.
- Grob, G.N. and G.A. Billias. (2000). *Interpretations of American History: Patterns and Perspectives*. Vol. II. New York: The Free Press.
- Bruchey, S. (1990). *Enterprise: The Dynamic Economy of the Free People*. Massachusetts: Harvard University Press.
- Gutman, H. (1977). *Work, Culture & Society in Industrializing America*. New York: Random House Inc.

**Unit III.** This unit focuses on resistance and reforms. It also examines the politics of Progressivism and the making of the 'New Deal' as a response to the Great Depression and economic experimentation.**(Teaching time: 2 weeks Approx.)**

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. II. New York: W.W. Norton & Co. 2<sup>nd</sup>edn.
- Boyer, P.S., H. Sitkoff et al. (2003). *The Enduring Vision: A History of the American People*. Vol. II. 5<sup>th</sup>edn. Massachusetts: Houghton Mifflin Company.
- Bailyn, B., D. Wood, J.L. Thomas et.al. (2000). *The Great Republic, A History of the American People*, Massachusetts: D.C. Heath and Company.
- Datar, K. (1997). *America Ka Itihas*. University of Delhi: Directorate of Hindi Medium Implementation Board.
- Grob, G.N. and G.A. Billias. (2000). *Interpretations of American History: Patterns and Perspectives*. Vol. II. New York: The Free Press.
- Hicks, J.D. (1981). *The Populist Revolt: A History of the Farmers' Alliance and the Peoples Party*. Connecticut: Greenwood Press.
- Mann, A. (1963) *The Progressive Era: Liberal Renaissance or Liberal Failure*. New York: Holt, Rinehart & Winston. (Peter Smith Publication, Online Open Library, 2016).
- Bernstein, B.J. (1968). 'The New Deal: The Conservative Achievements of Liberal Reform'. Bernstein, B.J. (ed.). *Towards A New Past: Dissenting Essays in American History*. New York: Pantheon Books; also London: Chatto & Windus, 1970.

**Unit IV:** This unit explores gender roles by examining women's liberation movements and White and Black Women in the emerging 'Public' Space. **(Teaching time: 2 weeks Approx.)**

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. II. New York: W.W. Norton & Co. 2<sup>nd</sup>edn.
- Boyer, P.S., H. Sitkoff et al. (2003). *The Enduring Vision: A History of the American People*. Vol. II. 5<sup>th</sup>edn. Massachusetts: Houghton Mifflin Company.
- Bailyn, B., D. Wood, J.L. Thomas et.al. (2000). *The Great Republic, A History of the American People*, Massachusetts: D.C. Heath and Company.
- Grob, G.N. and G.A. Billias. (2000). *Interpretations of American History: Patterns and Perspectives*. Vol. II. New York: The Free Press.
- Welter, B. (1966). 'The Cult of True Womanhood, 1820-1860'. *American Quarterly*, Vol. 18, No. 2, pp.151-74. (Articles in *Journal of Women's History*. Vol. 14, No. 1, Spring 2002 to debate Barbara Welter's Article).
- Matthews, G. (1996). *The Rise of Public Woman, Woman's Power and Woman's Place in the United States, 1630-1970*. New York: Oxford University Press.

- Dublin, T. (1993). *Women at Work: The Transformation of Work and Community in Lowell, Massachusetts, 1826-1890*. New York: Columbia University Press.
- Dublin, T. (1975). 'Women, Work and Protest in the Early Lowell Mills: The Oppressive Hand of Avarice Would Enslave Us'. *Labour History*, Vol. 16, No. 1, Winter, pp. 99-116.

**Unit V:** This unit examines the history of the African-American Movement. It also explores the Civil Right movements and the role of Martin Luther King. **(Teaching time: 3 weeks Approx.)**

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. II. New York: W.W. Norton & Co. 2<sup>nd</sup>edn.
- Boyer, P.S., H. Sitkoff et al. (2003). *The Enduring Vision: A History of the American People*. Vol. II. 5<sup>th</sup>edn. Massachusetts: Houghton Mifflin Company.
- Bailyn, B., D. Wood, J.L. Thomas et.al. (2000). *The Great Republic, A History of the American People*, Massachusetts: D.C. Heath and Company.
- Grob, G.N. and G.A. Billias. (2000). *Interpretations of American History: Patterns and Perspectives*. Vol. II. New York: The Free Press.
- White, J. (1990). *Black Leadership in America, 1895-1968*. Studies in Modern History. London & New York: Longman (Digitized in 2008).
- Foner, E. (1970). *Americas Black Past: A Reader in Afro-American History*. New York: Harper Collins.
- Yee, Shirley J. (1992). *Black Women Abolitionists: A Study in Activism, 1828-1860*, Knoxville: The University of Tennessee Press.

**Unit VI:** This unit studies USA's imperial ambition in terms of the Spanish-American War and the Anti-Communist Crusade, McCarthyism, Korean War and Cuban Project. **(Teaching time: 2 weeks Approx.)**

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. II. New York: W.W. Norton & Co. 2<sup>nd</sup>edn.
- Boyer, P.S., H. Sitkoff et al. (2003). *The Enduring Vision: A History of the American People*. Vol. II. 5<sup>th</sup>edn. Massachusetts: Houghton Mifflin Company.
- Bailyn, B., D. Wood, J.L. Thomas et.al. (2000). *The Great Republic, A History of the American People*, Massachusetts: D.C. Heath and Company.
- Carnes, M.C. & J.A. Garraty. (2006). *The American Nation, A History of the United States*. 12<sup>th</sup>edn. New York: Pearson Longman.

## **SUGGESTED READINGS**

- Barney, W.L. (2000). *The Passage of the Republic: The Inter-Disciplinary History of the Nineteenth Century America*. Massachusetts: D.C. Heath and Company.
- Carnes, M.C. & J.A. Garraty. (2006). *The American Nation, A History of the United States*. 12<sup>th</sup>edn. New York: Pearson Longman.
- Donald, David H., Jean H. Baker, Michael F. Holt. ed. (2001). *Civil War and Reconstruction*. New York: W.W. Norton & Co.
- Dubofsky, M. and F.R. Dulles, (2010). *Labor in America: A History*. New Jersey: Wiley Blackwell.
- Faragher, J.M., M.J. Buhle et al. (1995). *Out of Many: A History of the American People*. Vol. II. New Jersey: Prentice Hall.
- Faulkner, Harold U. (1978) *American Economic History*. New York: Harper & Row. (available online).
- Friedan, B. (1963). *The Feminine Mystique*. New York: W.W. Norton & Co..
- Higginbotham, E.B. (1992). 'African-American Women's History and the Meta-language of Race'. *Signs*, Vol. 17, No. 2. Winter.
- Kerber, Linda & J. Sherron De Hart, (2016). *Women's America: Refocusing the Past*. New York: Oxford University Press.
- Leuchtenberg, W.E., (1963). *Franklin D. Roosevelt and the New Deal*. New York: Harper Perennial.
- McMath, R. & E. Foner (ed.). (1993). *American Populism: A Social History, 1877-1898*. New York: Hill & Wang.
- Nash, G., J.R. Jeffrey et al. (2000). *The American People, Creating a Nation and a Society*. New York: Addison Wesley Longman(chapter on Abolitionism and Women's Rights Movement).
- Randall, James G. & David H. Donald. (1969). *The Civil War and Reconstruction*. Massachusetts: D.C. Heath & Co.
- Zinn, H. (2003). *A People's History of the United States, 1492-Present*. New York: Harper Collins.

## **Selected Films**

- 'And That's How We did in the Mill'- Women in the Lowell Textile Mills, Historymemoryculture.org, YouTube, September 2, 2016.
- 'Boycott' (African-American boycott of the buses during the Civil Rights Movement) Directed by Clark Johnson, 2001.

- ‘Frida’ (based on the professional and private life of surrealist Mexican painter Frida Kahlo) Directed by Julie Taymor and produced by Sarah Green & others, 2002.
- ‘King’ (story of Dr. Martin Luther King Jr.) Directed by Abby Mann, 1979.
- ‘Lowell Mill Girls’ by Colleen G. Casey, YouTube, December 7, 2010.
- ‘Malcolm X’ Directed by Spike Lee, 1992.
- ‘Selma’ (based on 1965 Selma to Montgomery voting rights marches) Directed by Ava DuVernay and Produced by Christian Colson & others, 2014.
- ‘Separate but Equal’ (American court case that destroyed legal validity of racial segregation), 1991.
- ‘The Colour Purple’ (story of a young African-American girl and the problems faced by African-American women during early twentieth century) Directed and Co-produced by Steven Spielberg, 1985.
- ‘The Long Walk Home’ (two women black and white in 1955 Montgomery, Alabama Bus Boycott) Directed by Richard Pearce, 1990.
- ‘The Lowell Mill Girls (Student Film) by Laureen Meyering, YouTube, December 23, 2011.
- ‘The Rosa Parks Story’ (a seamstress story in 1955 bus boycott), TV Movie, 2002.

### **Teaching Learning Process:**

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall emphasise the interconnectedness of issues within the different rubrics to build a holistic view of the time period and region under study.

### **Assessment Methods:**

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. As this is a discipline-specific elective paper actively chosen by the student, his/her engagement with the paper shall be assessed, preferably, through at least one project as a written submission. Overall, students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, and to draw concrete

connections between issues/events/debates discussed in this paper and the corresponding issues/events/debates discussed in their Core history papers.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

**Keywords:**

Reconstruction, Capitalism, Big Business, Populism, Progressivism, New Deal, Gender, Women Liberation, African-American Movement, American Imperialism, Anti-Communist Crusade. Korea, Cuba