**Academic Session: January 2022 to April 2022**

**Faculty Name: Associate Professor Mrs. Anita Gupta**

**Course and Sem: B.A. (H) Semester -VI, 3rd Year**

**Academic Session: January 2022 to April 2022**

**Taught Individually or shared: Individual**

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

**No. of classes: (Per Week) 03 Lecture, Two Tut**

**Course Objective**: The course attempts to understand the changing political culture of the USA following the Civil War and Reconstruction. It focuses on the gender roles and mobilization of African-Americans over a long duration, charting the processes that marked the eventual beginnings of the Civil Rights Movement and the Feminist Movement. It studies worker’s culture, labor unions and movements, and 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 the 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 the introduction of the New Deal in response to the Great Depression.

• Describe the nature of the Women’s Liberation movement and also explain the ‘Paternalization’ of Housework

• Illustrate the significance of the Civil Rights Movement and Martin Luther King Jr.

**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 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.)**

1. Foner, E. (2007). Give Me Liberty! An American History. Vol. II. New York: W.W. Norton & Co. 2ndedn.
2. Boyer, P.S., H. Sitkoff et al. (2003). The Enduring Vision: A History of the American People. Vol. II. 5thedn. Massachusetts: Houghton Mifflin Company.
3. 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.
4. Datar, K. America KaItihas. (1997). University of Delhi: Directorate of Hindi Medium Implementation Board.
5. Grob, G.N. and G.A. Billias. (2000). Interpretations of American History: Patterns and Perspectives. Vol. II. New York: The Free Press

**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 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.)

1. Foner, E. (2007). Give Me Liberty! An American History. Vol. II. New York: W.W. Norton & Co. 2ndedn..
2. Boyer, P.S., H. Sitkoff et al. (2003). The Enduring Vision: A History of the American People. Vol. II. 5thedn. Massachusetts: Houghton Mifflin Company.
3. 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.
4. Datar, K. (1997). America KaItihas. University of Delhi: Directorate of Hindi Medium Implementation Board.
5. Grob, G.N. and G.A. Billias. (2000). Interpretations of American History: Patterns and Perspectives. Vol. II. New York: The Free Press.
6. Bruchey, S. (1990). Enterprise: The Dynamic Economy of the Free People. Massachusetts: Harvard University Press.
7. Gutman, H. (1977). Work, Culture & Society in Industrializing America. New York: Random House Inc.

**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 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.)

1. Foner, E. (2007). Give Me Liberty! An American History. Vol. II. New York: W.W. Norton & Co. 2ndedn.
2. Boyer, P.S., H. Sitkoff et al. (2003). The Enduring Vision: A History of the American People. Vol. II. 5thedn. Massachusetts: Houghton Mifflin Company.
3. 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.
4. Datar, K. (1997). America Ka Itihas. University of Delhi: Directorate of Hindi Medium Implementation Board.

**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 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.)

1. Foner, E. (2007). Give Me Liberty! An American History. Vol. II. New York: W.W. Norton & Co. 2ndedn.
2. Boyer, P.S., H. Sitkoff et al. (2003). The Enduring Vision: A History of the American People. Vol. II. 5thedn. Massachusetts: Houghton Mifflin Company.
3. 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.
4. Grob, G.N. and G.A. Billias. (2000). Interpretations of American History: Patterns and Perspectives. Vol. II. New York: The Free Press.
5. 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).
6. 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.
7. Dublin, T. (1993). Women at Work: The Transformation of Work and Community in Lowell, Massachusetts, 1826-1890. New York: Columbia University Press.
8. 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: 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 V: This unit examines the history of the African-American Movement. It also explores the Civil Right movement and the role of Martin Luther King.

(Teaching time: 3 weeks Approx.)

1. Foner, E. (2007). Give Me Liberty! An American History. Vol. II. New York: W.W. Norton & Co. 2ndedn.
2. Boyer, P.S., H. Sitkoff et al. (2003). The Enduring Vision: A History of the American People. Vol. II. 5thedn. Massachusetts: Houghton Mifflin Company.
3. 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.
4. Grob, G.N. and G.A. Billias. (2000). Interpretations of American History: Patterns and Perspectives. Vol. II. New York: The Free Press.
5. White, J. (1990). Black Leadership in America, 1895-1968. Studies in Modern History. London & New York: Longman (Digitized in 2008).
6. Foner, E. (1970). Americas Black Past: A Reader in Afro-American History. New York: Harper Collins.
7. Yee, Shirley J. (1992). Black Women Abolitionists: A Study in Activism, 1828-1860, Knoxville: The University of Tennessee Press.

**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

Unit VI: This unit studies USA’s imperial ambition in terms of the Spanish-American War and the Anti-Communist Crusade, McCarthyism, the Korean War and Cuban Project.

(Teaching time: 2 weeks Approx.)

1. Foner, E. (2007). Give Me Liberty! An American History. Vol. II. New York: W.W. Norton & Co. 2ndedn.
2. 2. Boyer, P.S., H. Sitkoff et al. (2003). The Enduring Vision: A History of the American People. Vol. II. 5thedn. Massachusetts: Houghton Mifflin Company.
3. 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.
4. Carnes, M.C. & J.A. Garraty. (2006). The American Nation, A History of the United States. 12thedn. New York: Pearson Longman.

**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 PowerPoint presentations shall be used widely. Overall, the Teaching-Learning Process shall emphasize 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 of debates and discussions covered in class. Two written submissions and at least one presentation will be used for the 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