

Thomas Jackson, Ph.D.  
University of North Carolina Greensboro  
Department of History  
Office: 200 McIver Building  
Office Hours: W, 3:30-5; Th, 1:30-3, and by appt.

McIver 222  
Tuesday, 6:30-9:20  
Office Phone: 334-5709; Home: 574-2010  
tjackson@uncg.edu

History 702 02 (Spring 2006)  
Graduate Colloquium in US History, 1865- Present

This is an introduction to ongoing conversations among historians about U.S. politics, culture and society since the Civil War. Overlapping terrain among these fields is where I find the most exciting action, where historians work with diverse sources and balance culture and structure, power and agency, analysis and narrative, and qualitative and quantitative research. I have selected works that are synthetic, yet original. The monographs are broadly cast, often crossing boundaries of sub-discipline or making important methodological breakthroughs. The syntheses give you good grounding in history and historiography.

Graduate students should be building a base of knowledge and notes that will serve you in comprehensive exams and in your careers as scholars, teachers, or public historians. So obviously you should be thinking on several levels simultaneously as your professional identity takes shape. Ask yourself:

1) Do I have a good general knowledge of the historical canvas we are covering? If not, read one of the textbooks listed or others of the synthetic works. Could you explain to an undergraduate how the 15<sup>th</sup> amendment was subverted, why passing it angered so many women, why the U.S. entered World War I and why its aftermath engendered a Red Scare, where the KKK and the CIO had their social bases, what the Civil Rights Act of 1964 and the Hart-Celler Immigration Act of 1965 achieved?

2) How good am I at situating a book or article in its larger historiographical context, the historical "commons" where you find criticism, support and guidance. Use historiographical reviews, book reviews, and recent attempts at scholarly synthesis to get a sense of these "ongoing conversations." Authors often tell you what they are contributing, who they are taking to task, who they consider kindred spirits in their fields (those footnotes tell their own stories). There is no way to "master the historiography" in this vast and fragmented field! But you should be aware of the ongoing conversations and select those sub-fields that you might want to join as an active participant.

3) A sense of the wider historiography should support, not detract, from the human beings and their *history* that shines through the best monographs and articles. Certain books deserve to be read *deeply*, with attention to their methods, writing styles, and skills at balancing interpretation, evidence and narrative. Is this a model for your own work? How does the author relate the evidence they have found to the tools historians have developed or borrowed

from other disciplines (including concepts like race, class, gender, nationality, identity, culture, subculture, structure, hegemony, social democracy, ideology, domesticity, consensus, conflict, civic space, kin, community, neighborhood, "memory," agency, "public culture," masculinity, "therapeutic anti-modernism" [!], celebrity, radicalism, pluralism, liberalism, conservatism, populism, imperialism and progressivism)?

Hint: You forget the vast majority of what you read, but you must read it to remember anything! Take thoughtful analytical notes that will make sense to you later! I do this a lot in the margins and then just flag the pages. Consult the reviews and historiographic essays to help clue you into what might be important to evaluate in a work. Choosing what to record, copy, or cite is a skill learned over years. Research has shown that people remember facts, dates, personalities and concepts that *matter* to larger questions they deem important. One good reality test is to ask yourself: Is there something here I would want to put in a lecture? If this person or someone in her field were interviewing me for a job, what could I say about this work that would make them think that I am smart and they are smart too? Is there a note or a quote here that might end up in something I would want to write?

**Class Discussion:** Of course this is crucial, because so much of functioning well as a historian is the ability to capture the gist of an argument, to be fair yet critical, and to be able to contribute to ongoing conversations in the field. So much time and work can be saved if you make this a group process. I ask each of you, as professionals to stay on-topic, stay high-minded, limit tangential anecdotes, and don't go negative until we have a fair appreciation of an author's efforts and contributions. I don't need to say this in 98% of cases, as graduate students are generally extremely diligent and focused, and very much care about getting things right. This is a seminar, a collaborative enterprise. You get one unexcused absence.

**Discussion Board (weekly).** Informal 1--2 pages. Write a Blackboard entry answering two of the following questions: 1) How have these readings changed my understanding of US history or the historiography of this topic? 2) Is there a model here for *doing* good history? 3) Are there particularly good examples or concepts that I might incorporate into an undergraduate lecture? Respond to each other. I generally start the conversation with some questions. We continue them in class. This worked beautifully last time. Please be succinct; these are not where you need to demonstrate you've done all the reading. As with everything, these are reflective and evaluative.

**5 5-page papers (sign up in advance; I want 2 by spring break).** For each paper, I would like you to evaluate the week's readings and at least one recommended source that either contests or complements the argument under review (obviously articles or selected chapters with a common focus are what I'm after -- ask me, I am a walking bibliography). These are obviously not descriptive recapitulations of the readings as much as they are your attempt to evaluate the merits of historical arguments in relation to the bigger historiographical questions historians address (and their methods of finding, organizing, and presenting evidence). Sometimes a book takes on several questions and interpretive challenges: your solution would be to focus on one

aspect in relation to other arguments in the historiography. There's a trick to this, a balance of broad and deep. We will devote some time at the end of each class discussing what you have in mind for the next class. Everybody will hear my suggestions, and with your consent, I will put some of them up on Blackboard.

**1 book review** (750 words) on a recommended reading, along with a five-minute report on the author and the importance of the argument. This would be a book you would expect to include on your comps list -- please, no recycling old stuff.

**Final synthetic essay** along the lines of a major interpretive problem, 10-12 pages, will be due the day of the final exam. This will cite the readings broadly, but focus on questions such as the changing social roles and opportunities of women, or the interplay of local and national politics in the development of social welfare and civil rights, or peoples' understandings of the proper boundaries and content of citizenship rights. Obviously you will rip out and revise previous writing, but I really expect this to function the way a good review essay functions. See examples.

*Reviews in American History* is an essential tool, as are specific book reviews and general historiographical essays. The essays in *Journal of Southern History*, *Journal of American History*, *Journal of Urban History* are generally more substantive than *American Historical Review* or *Historian*. We are blessed with Info-Trac and many online journals. It is worth it to go find essays in the *New York Review of Books*.

## CLASS SCHEDULE

### 1/10: Introductions

What is your favorite historical study and why? Who do you imagine your most important audience(s) will be in your career? What are the most important things you hope they will learn? What is satisfying about doing history, what frustrating?

### 1/17: Citizenship and Historical Synthesis

Keysar, *The Right to Vote*

#### Recommended:

Eric Foner, *The Story of American Freedom*; Rogers Smith, *Civic Ideals*; Michael Schudson, *The Good Citizen*; Robert Wiebe, *Self Rule: A Cultural History of American Democracy*; Michael Kazin, *The Populist Persuasion: An American History*. Recent syntheses by Christopher Lasch, Robert Norrell, Thomas Holt, Olivier Zunz all try to get their interpretive hoops around 20th-century US history. If you want to do a paper for this class, you might consider how several of these folks illuminate the impact of Reconstruction, World War II or wars in general as an engine of social and cultural change.

### **1/24: Black Freedom from Below**

Hahn, *A Nation under Our Feet*

Foner, Eric. "Slavery, the Civil War, and Reconstruction." In *The New American History, Revised and Expanded Edition*, edited by Eric Foner. Philadelphia: Temple University Press, 1997.

This is available as an eBook, and I will put a copy on reserve.

Holt, Thomas C. "African-American History." In *The New American History, Revised and Expanded Edition*, edited by Eric Foner. Philadelphia: Temple University Press, 1997.

A good paper here might compare the methodologies of Hahn and Litwak with a view to answering how well each balances opposing factors of black agency and white coercion.

### **Recommended:**

Eric Foner, *Reconstruction* (required for comps); Leon Litwak, *Been in the Storm Too Long, Trouble in Mind*; Edward L. Ayers, *Southern Crossing: A History of the American South, 1877-1906*; C. Vann Woodward, *Origins of the New South, 1877-1913*; John Cell, *The Highest Stage of White Supremacy: The Origins of Segregation in South Africa and the American South*.

### **1/31: Paradoxes of Progressivism**

Link, *Paradox of Southern Progressivism*, finish.

McCormick, Richard L. "Public Life in Industrial America, 1877-1917." In *The New American History, Revised and Expanded Edition*, edited by Eric Foner. Philadelphia: Temple University Press, 1997.

### **2/7: The Expansion of Women's Political Sphere**

Baker and Sklar under "Recommended" are two important syntheses of the biggest issues, and can help situate the following, but are not required.

Link, *Paradox of Southern Progressivism*, 160-99; 296-311. 55 pp.

Katz, Sherry J. "A Politics of Coalition: Socialist Women and the California Suffrage Movement, 1900-1911." In *One Woman, One Vote: Rediscovering the Woman Suffrage Movement*, edited by Marjorie Spruill Wheeler, 245-62. Troutdale, OR: New Sage Press, 1995. 15 pp.

Brown, Victoria Bissell. "Jane Addams, Progressivism, and Woman Suffrage: An Introduction to 'Why Women Should Vote' (and Text by Jane Addams)." In *One Woman, One Vote: Rediscovering the Woman Suffrage Movement*, edited by Marjorie Spruill Wheeler, 179-202. Troutdale, OR: New Sage Press, 1995. 23 pp.

DuBois, Ellen Carol. "Working Women, Class Relations, and Suffrage Militance: Harriot Stanton Blatch and the New York Woman Suffrage Movement, 1894-1909." *Journal of American History*, 74 (June 1987) [condensed reprint available on blackboard] 21 pp.

Thurner, Manuela. "'Better Citizens without the Ballot': American Anti-Suffrage Women and Their Rationale During the Progressive Era." In *One Woman, One Vote: Rediscovering the Woman Suffrage Movement*, edited by Marjorie Spruill Wheeler, 203-20. Troutdale, OR: New Sage Press, 1995. 15 pp.

- Gordon, Linda. "Black and White Visions of Welfare: Women's Welfare Activism, 1890-1945." *Journal of American History* 78, no. 2 (1991): 559-90. [reprint ed. avail blackboard to save paper – small print] 22 pp. [skim one, read the other, between Gordon and Boris].
- Boris, Eileen. "The Power of Motherhood: Black and White Activist Women Redefine the "Political"." In *Mothers of a New World: Maternalist Politics and the Origins of Welfare States*, edited by Seth Koven and Sonya Michel, 213-45. New York: Routledge, 1993.
- Gordon, Linda. "Putting Children First: Women, Maternalism, and Welfare in the Early Twentieth Century." In *U.S. History as Women's History: New Feminist Essays*, edited by Linda K. Kerber, Alice Kessler-Harris and Kathryn Kish Sklar, 63-86. Chapel Hill: University of North Carolina Press, 1995. 23 pp.
- Sklar, Kathryn Kish. "Two Political Cultures in the Progressive Era: The National Consumers' League and the American Association for Labor Legislation." In *U.S. History as Women's History: New Feminist Essays*, edited by Linda K. Kerber, Alice Kessler-Harris and Kathryn Kish Sklar, 36-62. Chapel Hill: University of North Carolina Press, 1995. 27pp. [you may substitute her more general overview below, if you wish].

**Recommended:**

- Baker, Paula. "The Domestication of Politics: Women and American Political Society, 1780-1920." In *Unequal Sisters: A Multi-Cultural Reader in U.S. Women's History*, edited by Ellen Carol DuBois and Vicki L. Ruiz, 66-91. New York: Routledge, 1990. [footnotes on last 4 pp of pdf] 25 pp.
- Sklar, Kathryn Kish. "The Historical Foundations of Women's Power in the Creation of the American Welfare State, 1830-1930." In *Mothers of a New World: Maternalist Politics and the Origins of Welfare States*, edited by Seth Koven and Sonya Michel, 43-93. New York: Routledge, 1993. 35 pp.
- Linda Gordon, *Pitied but Not Entitled; Women and the Welfare State*; Ladd-Taylor, Molly. *Mother-Work: Women, Child Welfare, and the State, 1890-1930, Women in American History*. Urbana: University of Illinois Press, 1994. [first half]
- Orloff, Ann Shola. "Gender in Early U. S. Social Policy." *Journal of Policy History* 3, no. 3 (1991): 249-81. [As a political scientist, she argues that the reform limitations were not so much derived from class and racial ideologies inflected in maternalism as plain and simple chintzy local governments.]
- Brown, Victoria Bissell. *The Education of Jane Addams, Politics and Culture in Modern America*. Philadelphia: University of Pennsylvania Press, 2004. pp. 227-70. ch 13-14. [Hull House, Florence Kelley and Jane Addams].
- Patricia A. Schechter, *Ida B. Wells-Barnett and American Reform, 1880-1930* Chapel Hill : University of North Carolina Press, c2001. [second half – esp. Chicago settlements and electoral politics]
- Hendricks, Wanda A. "Ida B. Wells-Barnett and the Alpha Suffrage Club of Chicago." In *One Woman, One Vote: Rediscovering the Woman Suffrage Movement*, edited by Marjorie Spruill Wheeler, 263-75. Troutdale, OR: New Sage Press, 1995. 12 pp.

## **2/14: Native Americans and the West: Cultural Power, Cultural Consumption**

Joy Kasson, *Buffalo Bill's Wild West*

Ellis, Clyde, "'We Don't Want Your Rations, We Want This Dance': The Changing Use of Song and Dance on the Southern Plains." *Western Historical Quarterly* 30:2(1999): 133-54.

Adams, David Wallace. "Schooling the Hopi: Federal Indian Policy Writ Small," *Pacific Historical Review* v. 48, n. 3, August 1979, 335-356. On Electronic Reserve.

### **Recommended:**

Utley, Robert Marshall. *The Indian Frontier, 1846-1890*. Rev. ed. Albuquerque: University of New Mexico Press, 2003.

Richard White, "Western History." In *The New American History, Revised and Expanded Edition*, edited by Eric Foner. Philadelphia: Temple University Press, 1997. [Highly recommended].

## **2/21: Race and Ethnicity in the Cities**

Cohen, *Making a New Deal*

Shenton, Thomas B. and Kevin Kenny. "Ethnicity and Immigration." In *The New American History, Revised and Expanded Edition*, edited by Eric Foner. Philadelphia: Temple University Press, 1997.

### **Recommended:**

Barrett, James R., and David Roediger. "'Inbetween Peoples: Race, Nationality and the 'New Immigrant' Working Class.'" *Journal of Ethnic History* 16, no. 3 (1997).

Sanchez, George J. *Becoming Mexican American: Ethnicity, Culture, and Identity in Chicano Los Angeles, 1900-1945*. New York: Oxford University Press, 1993.

Gutiérrez, David. *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity*. Berkeley,: University of California Press, 1995.

## **2/28: War and the Boundaries of National Identity**

Gerstle, *American Crucible*

Robin D.G. Kelley, "The Riddle of the Zoot: Malcolm Little and Black Cultural Politics During World War II" in *Race Rebels* (New York: Free Press, 1994), 161-181.

Gary Okihiro, "Religion and Resistance in America's Concentration Camps," *Phylon* XLV, 3 (1984), 220-233.

## **3/14: Cold War Culture and the Enduring Culture Wars**

Linenthal, Edward Tabor, and Tom Engelhardt. *History Wars: The Enola Gay and Other Battles for the American Past*. New York: Metropolitan Books, 1996.

Gar Alperovitz, "Hiroshima: Historians Reassess," *Foreign Policy* 99 (Summer 1995). Academic Search Elite.

### **Recommended:**

Any one of the fine authors collected in *History Wars* have books that define their field.

- Roeder, George H. "Filling in the Picture: Visual Culture." *Reviews in American History* 26, no. 1, Special Issue: The Challenge of American History (1998): 275-93.
- Roeder, George H. "Censoring Disorder: American Visual Imagery of World War II." In *The War in American Culture: Society and Consciousness During World War II*, edited by Lewis A. Erenberg and Susan E. Hirsch, 46-70. Chicago, 1996.
- Sherry, Michael S. *The Rise of American Air Power: The Creation of Armageddon*. New Haven: Yale University Press, 1987.
- Greenberg, Douglas. "'History Is a Luxury': Mrs. Thatcher, Mr. Disney, and (Public) History." *Reviews in American History* 26, no. 1, Special Issue: The Challenge of American History (1998): 294-311.

### **3/28: The Rise and Fall of Social Democracy**

Lichtenstein, *State of the Union*

Ellen Schrecker, Chapter 9: "How Red is a Valley," from *Many are the Crimes: McCarthyism in America* (Princeton Press, 1998), pp. 309-358.

Ellen Schrecker, Chapter 10: "A Good Deal of Trauma," from *Many are the Crimes: McCarthyism in America* (Princeton Press, 1998) pp. 359-415.

### **3/21: Landscapes of Inequality: Metropolitan Boundaries and Popular Struggles**

Cohen, Lizabeth. *A Consumer's Republic: The Politics of Mass Consumption in Postwar America*. New York: Knopf, 2003, chs. 4-5, 166-256.

Biondi, Martha. *To Stand and Fight: The Struggle for Civil Rights in Postwar New York City*. Cambridge, Mass.: Harvard University Press, 2003, ch. 6.

Thomas J. Sugrue, "Crabgrass-Roots Politics: Race, Rights, and the Reaction against Liberalism in the Urban North, 1940-1964," *Journal of American History* (September, 1995): 551-78.

Self, Robert O. *American Babylon: Race and the Struggle for Postwar Oakland*. Princeton, N.J.: Princeton University Press, 2003, ch. 4 Redistribution, 135-76, 357-62.

Kevin Boyle, "The Kiss: Racial and Gender Conflict in a 1950s Automobile Factory," *Journal of American History* 84, 2 (September 1997), 496-523.

Kelley, Robin D. G. "The Black Poor and the Politics of Opposition in a New South City, 1929-1970." In *The "Underclass" Debate: Views from History*, edited by Michael B. Katz, 293-333. Princeton: Princeton University Press, 1993.

### **Recommended:**

Kusmer, Kenneth M. "African Americans in the City since World War II: From the Industrial to the Postindustrial Era." In *The New African American Urban History*, edited by Kenneth W. Goings and Raymond A. Mohl, 320-68. Thousand Oaks: Sage, 1996.???????

Sugrue, Thomas J. *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*. Princeton, N.J.: Princeton University Press, 1996.

Round-table on Sugrue, *Origins of the Urban Crisis*, in *Labor History*, Feb98, Vol. 39 Issue 1, especially by Kevin Boyle, Eric Arnesen, Joe Trotter, Jaqueline Jones, and Sugrue's response.

See also Beth Bates, et. al., "Where are the People?" *Review of Black Political Economy* 27, 4 (Spring

2000). *This is an extraordinarily thorough exchange among scholars. See Judith Stein rip into the book for an example of negativity that only embarrassed her, despite her good points.*

Jackson, Kenneth T. *Crabgrass Frontier: The Suburbanization of the United States*. New York: Oxford University Press, 1985.

McGreevy, John T. *Parish Boundaries: The Catholic Encounter with Race in the Twentieth-Century Urban North, Historical Studies of Urban America*. Chicago: University of Chicago Press, 1996.

Hirsch, Arnold R. *Making the Second Ghetto: Race and Housing in Chicago, 1940-1960*, New York: Cambridge University Press, 1983.

Durr, Kenneth D. *Behind the Backlash: White Working-Class Politics in Baltimore, 1940-1980*. Chapel Hill: University of North Carolina Press, 2003.

Formisano, Ronald P. *Boston against Busing: Race, Class, and Ethnicity in the 1960s and 1970s*. Chapel Hill: University of North Carolina Press, 2004.

Theoharis, Jeanne, and Komozi Woodard. *Freedom North : Black Freedom Struggles Outside the South, 1940-1980*. 1st ed. New York: Palgrave Macmillan, 2003.

#### **4/4: Civil Rights and the Dialectic of Local and National Power**

Charles Payne, *I've Got the Light of Freedom*

##### **Recommended:**

William H. Chafe, *Civilities and Civil Rights: Greensboro, North Carolina and the Black Struggle for Freedom* (New York: Oxford, 1980).

Carson, Clayborne, "Civil Rights Reform and the Black Freedom Struggle," and "Comment," by Steven F. Lawson, In *The Civil Rights Movement in America*, edited by Charles W. Eagles, Jackson: University Press of Mississippi, 1986, pp. 19-38.

Cecelski, David S. *Along Freedom Road: Hyde County, North Carolina and the Fate of Black Schools in the South*. Chapel Hill: University of North Carolina Press, 1994.

Dittmer, John. *Local People: The Struggle for Civil Rights in Mississippi*. Urbana: University of Illinois Press, 1994.

Manis, Andrew Michael. *A Fire You Can't Put Out : The Civil Rights Life of Birmingham's Reverend Fred Shuttlesworth*. Tuscaloosa: University of Alabama Press, 1999

Eagles, Charles W. "Toward New Histories of the Civil Rights Era." *Journal of Southern History* 66, no. 4 (2000): 815-48.

Chafe, William H. "The End of One Struggle, the Beginning of Another, and Comment, by J. Mills Thornton III." In *The Civil Rights Movement in America*, ed. Charles W. Eagles, 127-156. Jackson: University Press of Mississippi, 1986.

Walker, Jenny. "A Media-Made Movement? Black Violence and Nonviolence in the Historiography of the Civil Rights Movement." In *Media, Culture and the Modern African American Freedom Struggle*, edited by Brian Ward, 41-66. Gainesville: University Press of Florida, 2001.

#### **4/11: The Sixties Generations: New Left and New Right**



Klatch, Rebecca E. *A Generation Divided: The New Left, the New Right, and the 1960s*. Berkeley: University of California Press, 1999.

**Recommended:**

Breines, Wini. *Community and Organization in the New Left: 1962-1968*. New York: Praeger, 1982.

Miller, James. *Democracy Is in the Streets: From Port Huron to the Seige of Chicago*. New York: Simon and Schuster, 1987.

Rossinow, Douglas C. *The Politics of Authenticity : Liberalism, Christianity, and the New Left in America, Columbia Studies in Contemporary American History*. New York: Columbia University Press, 1998.

**4/18: Family History, Family Values and the Policy Debates of the Late 20th century**

Coontz, *The Way We Never Were*

**4/25: Course Review**