HIS 702 – Graduate Colloquium in U.S. History since 1865
Spring 2008

Dr. Justin Nystrom
Office: 2110 MHRA
janystrom@gmail.com
http://www.uncg.edu/~janystro
(706) xxx-xxxx cel/txt
AIM: drnystromvt

Course Objectives:

Simply put, you should emerge from this class with a broad understanding of the themes, interpretive models, methodology, and historiography of American History since 1865.

Attendance Policy:

It is an unwritten rule that you do not miss class in graduate school. If you anticipate a problem or encounter an emergency, contact me promptly.

Weekly Class Routine and Work Load:

I expect everyone to read the common titles listed for each week on the schedule. In addition, all participants in this colloquium should pull two or more reviews of the alternative titles. No later than 24 hours before class meets, you should post to our Blackboard discussion forum a 250 word entry that reflects upon some aspect of the assigned reading. Lastly, I expect you to have read all of the blackboard entries posted by your classmates by the time class meets.

Each of you will also select three different weeks from our schedule for which you will be responsible for reading the alternative titles in addition to the common reading. You will then write and submit an 8 to 10 page synthetic Reviews in American History-style essay that both compares these works and places them within the broader historiography of the topic.

When we meet for class each week, you should expect to participate in a rigorous examination of the works under consideration. I will expect those who have signed up to write a review essay for that week to take a leadership role in class discussion.

On the last day of class, you will write a “comprehensive exams-style” essay based on your selection from a list of historiography oriented questions. This will serve as not only twenty percent of your grade, but should serve as some preparation for your comprehensive examinations in the coming year.

Recapitulation of written work:

One weekly 250 word Blackboard posting for each week’s common readings
Three (3) 8 to 10 page synthetic review essays for selected weeks’ readings.
One (1) in-class exam essay.

**Grading & Evaluation Weights:**

- Synthetic Review Essays (3) at 20% each = 60%
- Discussion / Blackboard Posts = 20%
- Final “Mini Comps” Essay = 20%

**Weekly Readings**

**General Reader:**


**Week 1 (Jan. 16): Enduring Intellectual Legacies of the Civil War**

Common reading:


(No alternate titles for synthetic analysis for week 1)

**Week 2 (Jan. 23): Reconstructions of Reconstruction**

Common readings:


**Alternative titles:**


**Week 3 (Jan. 30): Sectional Reconciliation**

Common reading:


**Alternative titles:**

Week 4 (Feb. 13 – skipping Feb. 6): The Progressive Era

Common reading:


Alternate readings:


Week 5 (Feb. 20): Defining Turn-of-the-Century Racial Consciousness and Segregation

Common readings:
Barbara Jeanne Fields essays (on Blackboard)


Alternate readings:


or


Week 6 (Feb. 27): Environmental History and the City 1865-1945

Common readings:


Alternate readings:


**Week 7 (Mar. 5): The Emblematic West and Cultural History**

**Common readings:**


**Alternate readings:**


**Week 8 (Mar. 19): The New Deal and Uses of Biography**

**Common readings:**


**Alternate readings:**


**Week 9 (Mar. 26): World War II, Polemics, and Contesting Consensus**

**Common readings:**


**Alternate readings:**


**Week 10 (Apr. 2): Post World War II Urbanization**
Common readings:


Alternate readings:


Week 11 (Apr. 9): Alternative Narratives of the Civil Rights Era

Common readings:


Alternate readings:


or


Week 12 (Apr. 16): The “Global” Quality of American-Style Civil Rights

Common readings:


Alternate readings:


Week 13 (Apr. 23): Interpretive Buffet Week
Select one to read, pull reviews of others.


**Week 14 (Apr. 30): Last Day of Class – “Mini Comps”**

You will select a comps-style historiography question from a list provided and write an in-class essay that demonstrates your command of the topic.