

Spring 2011 University of North Carolina at Greensboro
Dr. Lisa Levenstein
E-mail: levenstein@uncg.edu
Office Hours: M 2-3, and by appt, 2145 MHRA

Colloquium: U.S. History Since 1865

This course will introduce students to some of the major topics and debates in U.S. history since 1865. Students will read recently published books and older works. They will explore different genres of scholarship and examine a range of methods of historical thinking. Throughout the semester we will explore the following questions when analyzing readings: What questions does the book or article set out to answer? What are its arguments and methodologies? Which historiographies does it engage and how does it contribute? What are the strengths and limitations of the approach?

NOTE: This course focuses on interpretive issues and is not intended to cover the nuts and bolts of U.S. history since 1865. Students who do not have a good grasp of U.S. history in this period should consult a college level textbook. I have textbooks that I am happy to lend.

Goals and Learning Outcomes:

- Read secondary sources effectively, identifying and analyzing main arguments, methodologies, and historiographic contributions
- Identify and form opinions about major debates and approaches in the field of U.S. history since 1865
- Discuss and debate readings in class and online
- Deliver poised oral presentations that deliver information effectively
- Write clear and convincing analytical historical papers about secondary literature

Requirements (all percentages are approximate):

Participation (30%): Everyone is expected to come to class prepared to engage in a detailed discussion of the week's reading. It is essential that you read thoroughly, make careful notes, and review your notes before class. You will be graded on the depth and insight of your contributions in class as well as your ability to respond to your peers and keep the discussion focused and moving forward. Attendance in class is mandatory. Absences will hurt your grade.

Class Presentation with Short Annotated Bibliography Handout (10%): Each student will choose one week to read an additional book and present some of the historiographical background on the common readings. These 10-15 minute presentations should introduce students to the major questions and debates in a particular field of study, describe the argument of the additional book that you read, and explain how the readings for the week fit in. Students should practice their presentations in advance and ensure that they do not speak for longer than