

COLLOQUIUM IN AMERICAN HISTORY

1865-PRESENT

**History 702-02
TH 6:30-9:20
MHRA 3209
Spring 2012**

**Dr. Mark Elliott
Office: MHRA 2125
Office Hours:
T 2:00-3:00
TH 4:00-5:00**

DESCRIPTION:

The purpose of this reading-intensive course is to introduce graduate students to some of the major historiographical debates and the latest trends in scholarship in this period. Because the scholarship is vast, it is impossible to address all of the important debates that exist. Rather than attempt to be comprehensive, this class offers a sampling of some of the most recent developments in American historiography. Students should approach this course as an opportunity to work on the skill of engaging in historiographical debates and learning the major debates that shape the field. In order to pass their comprehensive exams, Master's and Ph.D students will need to employ the techniques learned in this class to explore many more historiographical controversies beyond what is covered in this foundational course and master other important works of scholarship on their own.

Each class meeting is organized around the discussion of one book as the main reading for the week. Each of the main books have been carefully chosen to represent the latest scholarship on a topic of broad interest among scholars and to introduce students to a particular approach to writing history. Political, social, cultural, legal, and intellectual topics are represented; regional, national and transnational approaches are sampled; categories of analysis and perspectives on the past that include labor and class, built and natural environments, race and ethnicity, gender and sexuality, and other important themes are explored. For each main reading, students must be able to identify its thesis, to critically evaluate its logic and methodology, and to assess its historiographic contribution. To assist in the process of placing a book in dialogue with the historiography, students will also read short companion articles and make presentations from the supplementary reading lists. Students will share book reviews and summaries with each other and work collectively to broaden their base of knowledge. All students will be expected to treat opposing viewpoints fairly without distortion or oversimplification and engage in historiographic debates with professionalism. Students should strive not only to grasp the major debates accurately, but also to figure out where they stand personally within these debates.

There will be a cumulative final exam to mimic the conditions of the qualifying exams for MA and Ph.D students. This exam will be made up of two essay questions on which students will write for 90 minutes each.

GOALS AND LEARNING OUTCOMES:

- Reading secondary sources efficiently, with an ability to identify main arguments, critically evaluate methodology, and assess historiographic contributions.
- Participating with professionalism in sophisticated academic debates and intellectual exchanges.
- Delivering informative and useful oral presentations to peers.
- Formal writing in specific genres of the profession, including book reviews and historiographic essays.
- Establish a foundation for scholarly expertise on post-1865 American historiography.
- Preparation for qualifying exams on American history post-1865.

COURSE POLICIES:

Participation:

Attendance is mandatory. Absence from class may have an adverse impact on your participation grade. You are expected to complete each week's reading before class so that you can participate constructively in a class discussion. Your participation grade will be based on the overall *quality* of your contributions to the class—not the quantity of contributions you make—and the professionalism with which you conduct yourself in scholarly discussion and debate.

Presentations:

Each student will be assigned two presentations over the course of the semester. Presentations will last from 12-15 minutes (speakers will be asked to conclude at 15 minutes). One of these will be a presentation of the main reading for the week. The presenter will be responsible to introduce the author, **concisely** summarize the argument, discuss the scholarly reception of the book, and assesses its historiographical significance. The student must also craft 3-5 questions for discussion arising from the reading. The second presentation will be based on one of the books from the supplementary reading list. In this presentation, the student will summarize the book in more detail for the other students in the class who have not read it, and make comparisons and connections between the book and the main reading for the week.

Blackboard Discussion Forum

The Blackboard site for the course will allow for class discussion to continue beyond the normal time/place constraints of the classroom. You are required to make at least ONE substantial comment of at least 200 words, and ONE constructive/observational reply to another student's posting each week. A "week," for our purposes, begins and ends at 12:00 midnight on Wednesday. Your forum postings will be read by the entire class, and you will receive a grade for the quality of your postings at the end of the semester.

Your "substantial comment" should address the upcoming week's reading. Please make your comments ORIGINAL. If someone has made a point you wanted to make, then find something else to say. It is best to post your substantial comment early. You need not be finished with the book to make a comment. Your comment should be a critical reflection upon what you are reading—feel free to connect it to past weeks' readings, material for other classes, or any relevant contemporary or historiographical issue. Your response to another student's posting must be a thoughtful and constructive response (such as if you were having a conversation in the same room with them). The rules for use of the forum is as follows:

1. Your grade will be based on the substance of your posting which includes the thought and effort you put into it as well as the length. You can post more than twice a week, but make sure that you have at least *one substantial posting each week of at least 200 words*, and one reply.
2. You will receive a zero for the week if you fail to post before 12:00 midnight on Wednesday of each week. Therefore, you have a full week, including the weekend, to read the forum comments and respond to them or create new postings. I will check the forum each Thurs. morning to record who posted an entry for that week and I will monitor the board all week.
3. Maintain academic civility, use respectful language and avoid rude remarks. Even *more* than in face-to-face debate, caution must be exercised in "virtual" debate to avoid insulting or offending others. Nothing derogatory may be said about any student or faculty member on the forum. Misuse of the forum will result in the removal of the offender from the forum discussion list, and a Failing grade for the assignment.
4. Do not use the forum to communicate private questions to me, or anyone else in the class (such as "When is the paper due?"). Send private e-mails for that.

Written Work:

There will be two significant papers over the course of the semester. Each paper will be a detailed review of two or more books assessing their contributions to the larger

historiographic issues to which they speak. One book must be one of the main readings of the week on the syllabus, and the other(s) must come from the supplementary reading list from the same week as the main reading chosen. Detailed assignment sheets describing the expectations, length, and due dates for the writings assignment will be given out in class and posted on blackboard. Late papers will be penalized 1/3 of a grade for each day the paper is late. All written assignments must be completed and turned in through Blackboard in order to pass the class.

Final Grade:

- 40% Class participation (including presentations).
- 15% Blackboard Discussion
- 15% Historiographic Paper #1
- 15% Historiographic Paper #2
- 15% Final Exam

Books (all weekly readings not listed below will be made available on Blackboard under “Course Documents”):

Recommended Reading on American Historiography:

Foner, Eric and McGerr, Lisa. *American History Now*. (2011).

Required Readings:

- Edwards, Rebecca, *New Spirits: Americans in the Gilded Age* (2nd Edition).
- Andrews, Thomas, *Killing for Coal: America’s Deadliest Labor War*.
- Blight, David. *Race and Reunion: The Civil War in American Memory*.
- Louise W. Knight, *Citizen: Jane Addams and the Struggle for Democracy*.
- Jacobson, Matthew Frye. *Barbarian Virtues: The United States Encounters Foreign Peoples At Home and Abroad, 1876-1917*.
- Lerner, Michael, *Dry Manhattan: Prohibition in New York*
- Borgwardt, Elizabeth. *A New Deal for the World*
- Ngai, Mae, *Impossible Subjects: Illegal Aliens and the Making of Modern America*.
- Wood, Amy. *Lynching and Spectacle: Witnessing Racial Violence in America, 1890-1940*.
- Kennedy, David M., *The American People in the Great Depression: Freedom From Fear*.
- Gerstle, Gary, *American Crucible: Race and Nation in the Twentieth Century*
- Sara Evans, *Tidal Wave: How Women Changed America at Century’s End*.
- Rodgers, Daniel T. *The Age of Fracture*

Additional readings can be found on Blackboard under “Course Documents.”

Week 1. INTRODUCTION

- Jan. 12. Main Reading:** Cronon, "Why the Past Matters" (2000)
Bender, "Strategies of Narrative Synthesis in American History" (2002).

Week 2. REDEFINING THE GILDED AGE AND PROGRESSIVE ERA

- Jan. 19 Main Reading:** Edwards, Rebecca, *New Spirits: Americans in the Gilded Age* (2nd Edition).

Robert D. Johnson, "The Possibilities of Politics, Democracy in America, 1877-1917" in *American History Now*.

Supplementary Reading:

Calhoun, Charles, ed. *The Gilded Age: Perspectives on the Origins of Modern America*
Cohen, Nancy. *The Reconstruction of American Liberalism, 1865-1914*.
Hofstadter, Richard. *The Age of Reform: From Bryan to F.D.R.*
Lears, Jackson, *Rebirth of Nation: The Making of Modern America, 1877-1920*
Richardson, Heather. *West from Appomattox*
Trachtenberg, Alan. *The Incorporation of America: Culture and Society in the Gilded Age*
Wiebe, Robert. *The Search for Order 1877-1920*.

Week 3. RECONSTRUCTION AND AFTER

- Jan. 26 Main Reading:** Blight, David. *Race and Reunion: The Civil War in American Memory*.

Thomas Brown from *Reconstructions: New Perspectives on the Postbellum United States*

Supplementary Reading:

Baker, Bruce, *What Reconstruction Meant: Historical Memory in the American South*
Blum, Edward. *Reforging the White Republic: Race, Religion, and American Nationalism*
Brown, Thomas, ed. *Reconstructions: New Perspectives on the Postbellum United States*
Elliott, Mark. *Color-Blind Justice: Albion Tourgée and the Quest for Racial Equality from the Civil War to Plessy v. Ferguson*
Farmer-Kaiser, Mary. *Freedwomen and the Freedmen's Bureau: Race, Gender & Public Policy in the Age of Emancipation*.
Fitzgerald, Michael. *Splendid Failure: Postwar Reconstruction of the South*
Foner, Eric. *A Short History of Reconstruction*.
Hahn, Stephen, *A Nation Under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration*.
Masur, Kate. *An Example for All the Land: Emancipation and the Struggle for Equality in Washington, DC*
Schwalm, Leslie. *Emancipation's Diaspora: Race and Reconstruction in the Upper Midwest*

Week 4. LABOR, ENVIRONMENTAL HISTORY AND THE WEST

Feb. 2 Main Reading: Andrews, Thomas, *Killing for Coal: America's Deadliest Labor War*

Phillips, "Environmental History" in *American History Now*.

Supplementary Reading:

Cahill, Cathleen. *Federal Fathers and Mothers: A Social History of the United States Indian Service 1869-1933*.

Cronon, William, *Nature's Metropolis*

Fink, Leon. *Workingmen's Democracy: The Knights of Labor and American Politics*.

Goodwyn, Lawrence. *The Populist Moment: A Short History of the Agrarian Revolt in America*

Hine, Robert V. and John Mack Faragher, *The American West: A New Interpretive History*

Montgomery, David, *The Fall of the House of Labor*

Postel, Charles. *The Populist Vision*

Rosenzweig, Roy, *Eight Hours for What We Will*

Worster, Donald, *Rivers of Empire*

Week 5. GENDER AND THE PHILOSOPHY OF PROGRESSIVISM

Feb. 9 Main Reading: Louise W. Knight, *Citizen: Jane Addams and the Struggle for Democracy*.

Robert Johnson, "Re-Democratizing the Progressive Era: the Politics of Progressive Era Political Historiography."

Supplementary Reading:

Capozzola, Christopher. *Uncle Sam Wants You: World War I and the Making of the Modern Citizen*

Hofstadter, Richard. *The Age of Reform: From Bryan to F.D.R.*

Kloppenber, James T. *Uncertain Victory: Social Democracy and Progressivism in European and American Thought, 1870-1920*

Mattson, Kevin. *Creating a Democratic Republic: The Struggle for Urban Participatory Democracy During the Progressive Era*.

Menand, Louis. *The Metaphysical Club*

McGerr, Michael. *A Fierce Discontent: The Rise and Fall of the Progressive Movement America, 1870-1920*

Muncy, Robyn. *Creating a Female Dominion in American Reform, 1895-1930*.

Murphy, Kevin. *Political Manhood: Red Bloods, Mollycoddles, & the Politics of Progressive Era Reform*

Rodgers, Dan T. *Atlantic Crossings: Social Politics in a Progressive Age*

Sanders, Elizabeth, *Roots of Reform: Farmers, Workers and the American State, 1877-1919*

Week 6. TRANSNATIONAL HISTORY AND AMERICAN IMPERIALISM

Feb. 16 Main Reading: Jacobson, Matthew Frye. *Barbarian Virtues: The United States Encounters Foreign Peoples At Home and Abroad, 1876-1917*.

Kramer, Paul. "Empires, Exceptions, and Anglo-Saxons: Race and Rule between the British and United States Empires, 1880-1910."

Supplementary Reading:

Bederman, Gail, *Manliness and Civilization: A Cultural History of Race and Gender, 1880-1917*.
Dawley, Alan, *Changing the World: American Progressives in War and Revolution*
Hoganson, Kristen. *Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars*
Kramer, Paul, *The Blood of Government: Race, Empire, the United States and the Philippines*
LaFeber, Walter. *The New Empire: An Interpretation of American Expansion, 1860-1898*.
Love, Eric T. *Race Over Empire: Racism & U.S. Imperialism, 1865-1900*
Newman, Louise. *White Women's Rights: The Racial Origin of Feminism in the United States*.
Ninkovich, Frank. *Global Dawn: The Cultural Foundations of American Internationalism, 1865-1890*.
Renda, *Taking Haiti: Military Occupation and the Culture of U.S. Imperialism*
Rosenberg, Emily, *Spreading the American Dream*
Sneider, Allison, *Suffragists in an Imperial Age: U.S. Expansion and the Woman Question*
Tyrrell, Ian. *Reforming the World: the Creation of America's Global Empire*
Williams, William Appleman, *The Tragedy of American Diplomacy*

Week 7. THE ERA OF JIM CROW

Feb. 23 Main Reading: Wood, Amy. *Lynching and Spectacle: Witnessing Racial Violence in America, 1890-1940*.

Gavins, "Historical Literature on Jim Crow" and Glickman, "the 'Cultural Turn.'

Supplementary Reading:

Ayers, Edward. *The Promise of the New South: Life after Reconstruction*.
Blackmon, Douglas. *Slavery by Another Name: The Re-Enslavement of Black Americans from the Civil War to World War II*.
Gilmore, Glenda, *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920*.
Higginbotham, Evelyn Brooks, *Righteous Discontent: The Women's Movement in the Black Baptist Church, 1880-1920*
Hale, Grace Elizabeth. *Making Whiteness: The Culture of Segregation in the South, 1890-1940*.
Kantrowitz, Stephen, *Ben Tillman and the Reconstruction of White Supremacy*
Kelley, Robin D.G., *Race Rebels : Culture, Politics, and the Black Working Class*
Litwack, Leon, *Trouble in Mind*
Smith, Mark M. *How Race is Made: Slavery, Segregation and the Senses*
Woodward, C. Vann, *The Strange Career of Jim Crow*

***Feb. 27 (Monday) PAPERS DUE no later than 9:30 pm on Blackboard.**

Week 8. URBAN HISTORY AND THE CULTURE WARS

March 1 Main Reading: Lerner, Michael, *Dry Manhattan: Prohibition in New York* (2007)

Bender, “New York as a Center of Difference” in *The Unfinished City*

Supplementary Reading:

Beckert, Sven. *The Monied Metropolis: New York City and the Consolidation of the American Bourgeoisie*

Chauncey, George. *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940*

Fass, Paula. *The Damned and the Beautiful: American Youth in the 1920s*

Leach, William, *Land of Desire: Merchants, Power and the Rise of a New American Culture*

Lears, T.J. Jackson. *Fables of Abundance: A Cultural History of Advertising in America.*

Marchand, Roland, *Advertising the American Dream*

Okrent, Daniel, *Last Call: The Rise and Fall of Prohibition*

Peiss, Kathy. *Cheap Amusements: Working Women and Leisure in Turn-of-the-Century New York*

Sutton, Matthew Avery, *Aimee Semple McPherson and the Resurrection of Christian America*

SPRING BREAK MARCH 5-9

Week 9. THE NEW DEAL

March 15 Main Reading: Kennedy, David M., *The American People in the Great Depression: Freedom From Fear.*

Lisa McGirr in “The Interwar Years” in *American History Now.*

Supplementary Reading:

Brinkley, Alan. *The End of Reform: New Deal Liberalism in Recession and War.*

Brinkley, Alan. *Voices of Protest: Huey Long, Father Coughlin, and the Great Depression.*

Cohen, Elizabeth. *Making a New Deal*

Dawley, Alan. *Struggles for Justice: Social Responsibility and the Liberal State*

Gordon, Colin. *New Deals: Business, Labor, and Politics in America 1920-1935.*

Gordon, Linda. *Pitied But Not Entitled: Single Mothers and the History of Welfare 1890 -1935.*

Pells, Richard. *Radical Visions and American Dreams: Culture and Social Thought in the Depression Years.*

Skocpol, Theda. *Protecting Soldiers and Mothers: The Political Origins of Social Policy in the United States.*

Sullivan, Patricia. *Days of Hope: Race and Democracy in the New Deal Era*

Week 10. AMERICA AND THE WORLD IN THE 20TH CENTURY

March 22 Main Reading: Borgwardt, Elizabeth. *A New Deal for the World*

Erez Manela in “The United States in the World” in *American History Now*.

Supplementary Reading:

Fousek, John, *To Lead the Free World*

Gaddis, John Lewis, *The Cold War: A New History*

Jeffries, John W., *Wartime America: The World War II Home Front*

Kaiser, David E., *American Tragedy: Kennedy, Johnson, and the Origins of the Vietnam War*

LaFeber, Walter, *Inevitable Revolutions*

Little, Douglas, *American Orientalism: The United States and the Middle East Since 1945*

Menela, Erez, *The Wilsonian Moment: Self-Determination and the International Origins of Anticolonial Nationalism*.

Melvyn Leffler, *For the Soul of Mankind: The United States, the Soviet Union, and the Cold War*.

Osgood, Kenneth, *Total Cold War: Eisenhower's Secret Propaganda Battle at Home and Abroad*

Schrecker, Ellen, *Many are the Crimes: McCarthyism in America*

Smith, Tony, *America's Mission*

Von Eschen, Penny. *Race Against Empire: Black Americans and Anticolonialism, 1937-1957*

Week 11. IMMIGRATION AND AMERICAN CITIZENSHIP

March 29 Main Reading: Ngai, Mae, *Impossible Subjects: Illegal Aliens and the Making of Modern America*

Ngai, Mae, “Immigration and Ethnic History” in *American History Now*.

Supplementary Reading:

Bodnar, John. *The Transplanted*

Daniels, Roger, *Guarding the Golden Door*

Higham, John, *Strangers in the Land*

Jacobson, Matthew Frye. *Whiteness of a Different Color*

King, Desmond, *Making Americans: Immigration, Race, and the Origins of Diverse Democracy*

Roediger, David. *Working Toward Whiteness: How America's Immigrants Became White*

Sanchez, George. *Becoming Mexican American: Ethnicity, Culture, and Identity in Chicano Los Angeles, 1900-1945*.

Zaragosa Vargas, *Labor Rights are Civil Rights: Mexican-American Workers in Twentieth-Century America*

Week 12. CIVIL RIGHTS STRUGGLES

April 5 Main Reading: Gerstle, Gary, *American Crucible: Race and Nation in the Twentieth Century*
Jacqueline Dowd Hall, "The Long Civil Rights Movement and the Political Uses of the Past."

Supplementary Reading:

Bolton, Charles, *The Hardest Deal of All: The Battle of School Integration in Mississippi, 1870-1980*

Cohen, Elizabeth, *A Consumer's Republic: The Politics of Mass Consumption in Postwar America*.

Dudziak, Mary. *Cold War Civil Rights: Race and the Image of American Democracy*

Gilmore, Glenda, *Defying Dixie: The Radical Roots of Civil Rights, 1919-1950*

Goluboff, Risa. *The Lost Promise of Civil Rights*

Jackson, Thomas, *From Civil Rights to Human Rights*

Klarman, Michael. *From Jim Crow to Civil Rights: The Supreme Court and the Struggle for Racial Equality*

Pascoe, Peggy. *What Comes Naturally: Miscegenation Law and the Making of Race in America*

Sokol, Jason. *There Goes My Everything: White Southerners in the Age of Civil Rights, 1945-1975*

Sugrue, Thomas, *Sweet Land of Liberty: The Forgotten Struggle for Civil Rights in the North*

Tyson, Timothy, *Radio Free Dixie: Robert F. Williams and the Roots of Black Power*

Week 13. GENDER AND THE WOMEN'S MOVEMENT

April 12 Main Reading: Sara Evans, *Tidal Wave: How Women Changed America at Century's End*

Rebecca Edwards, "Women's and Gender History" in *American History Now*.

Supplementary Reading:

Cott, Nancy. *The Grounding of Modern Feminism*

Gerhard, Jane. *Desiring Revolution: Second-wave Feminism and the Rewriting of American Sexual Thought, 1920 to 1982*.

Kessler-Harris, Alice. *In Pursuit of Equity: Women, Men, and the Quest for Economic Citizenship in 20th Century America*.

Levenstein, Lisa. *A Movement Without Marches: African American Women and the Politics of Poverty in Postwar Philadelphia* (2009)

Rosen, Ruth, *The World Split Open: How the Modern Women's Movement Changed America*

Week 14. The CONSERVATIVE COUNTER-REVOLUTION

April 19 Main Reading: Rodgers, Daniel T. *The Age of Fracture*

Kim Phillips-Fein, "1973 to the Present," *American History Now*

Supplementary Reading:

Carter, Dan, *The Politics of Rage: George Wallace, the Origins of the New Conservatism, and the Transformation of American Politics*

Dochuk, Darren, *From Bible Belt to Sun Belt: Plain Folk Religion, Grass-Roots Politics, and the Rise of Evangelical Conservatism*

Kruse, Kevin M., *White Flight: Atlanta and the Making of Modern Conservatism*

Maurice Isserman and Michael Kazin, *America Divided: The Civil War of the 1960s*

McGirr, Lisa. *Suburban Warriors: The Origins of the New American Right*

Lassiter, Matthew, *The Silent Majority: Suburban Politics in the Sunbelt South*

Sokol, Jason, *There Goes My Everything: White Southerners in the Age of Civil Rights, 1945-75*

***April 25 (Wednesday) PAPERS DUE no later than 9:30 pm on Blackboard.**

Week 15. FINAL EXAM

May 1 (Tuesday) Final Exam 6:30-9:30