

HISTORY 702: Colloquium in American History since 1865
Spring 2013
Bolton

Office: MHRA 2135
Office Hours: 10:00 a.m.- 11:30 a.m. M, or by appointment.
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This class will introduce students to some of the major interpretations and works about American history since 1865.

The major assignment for this class is to do the weekly reading and engage with the material you encounter. A sizeable part of your grade will be determined by your participation in discussion opportunities. Non-participation or weak participation will obviously result in a low grade. I define participation qualitatively, not quantitatively. In addition to participating in our weekly class discussions, you will have a chance to discuss the readings on Blackboard. At the mid-point of the semester, I will give you a chance to offer a self-evaluation of your participation in the class.

Each student should write four essays (three of 4-5 pages and one of 7-8 pages) on four different topics listed in the syllabus. Essays are due at the class meeting in which the topic is covered (no exceptions!). The longer essay should be written for the week you are assigned an extra book to read. These essays should represent your analysis and commentary on the issues and/or arguments raised by the readings. You should neither merely summarize the readings nor ramble incoherently. For the longer essay, you will most certainly want to compare and contrast how the two books you read approach the particular historical question(s) we are examining. Overall, you should address what you have read in some creative and brilliant way. You can address any subject, but your essays should obviously focus on the assigned readings and should not focus too narrowly on some trivial point. Of course, your essays should be well written and well organized. Essays should be typed, double-spaced; you need to use correct Chicago Manual of Style citation in your essays. For the week in which you have the extra book to read, you will also need to prepare a one-page précis for the extra book that can be distributed to the class.

If you have to miss class, you need to let me know before class begins if at all possible. Also, you will need to prepare a written summary on the readings for any week you miss class (due the following class meeting).

A take-home final exam will be given for this class, which will, of course, be comprehensive.

Readings

Available at the UNCG Bookstore (and many other locations):

David Blight, Race and Reunion
Jacquelyn Dowd Hall and others, Like a Family
Patricia Limerick, The Legacy of Conquest
Matthew Jacobson, Barbarian Virtues
Robert D. Johnston, The Radical Middle Class

Mae Ngai, Impossible Subjects
Alan Brinkley, The End of Reform
Lizabeth Cohen, The Consumer's Republic
Melvyn Leffler, For the Soul of Mankind
Adam Rome, The Bulldozer in the Countryside
Charles Payne, I've Got the Light of Freedom (2nd ed.)
Ruth Rosen, The World Split Open (rev. ed.)
Darren Dochuk, From Bible Belt to Sunbelt

Other readings:

The other readings mentioned in the syllabus are available electronically either on blackboard or through one of UNCG's electronic databases.

Schedule

January 28: Race and Reunion after the Civil War

Blight, Race and Reunion; Foner, "The Making of Radical Reconstruction" (blackboard); Horwitz, "Dying for Dixie" (blackboard)

Additional Reading: Edward Blum, Reforging the White Republic

February 4: The New South

Hall et al., Like a Family; Bryant Simon, "The Appeal of Cole Blease of South Carolina," Journal of Southern History 62 (February 1996): 57-86 (JSTOR)

Additional Reading: Glenda Gilmore, Gender and Jim Crow

February 11: Western Settlement and the Frontier

Limerick, Legacy of Conquest; Turner, "The Significance of the Frontier in American History" (blackboard)

Additional reading: William Cronon, Nature's Metropolis

February 18: American Imperialism

Jacobson, Barbarian Virtues; Williams, "Imperial Anticolonialism" (blackboard)

Additional reading: Paul Kramer, The Blood of Government

February 25: Populism and Progressivism

Johnston, The Radical Middle Class; Postel, “Modern Times” (blackboard)

Additional Reading: Daniel Rodgers, Atlantic Crossings

March 4: Immigration

Ngai, Impossible Subjects; Gerstle, “Hardening the Boundaries of the Nation, 1917-1929” (blackboard)

Additional reading: John Bodnar, The Transplanted

March 18: The New Deal

Brinkley, The End of Reform; Bernstein, “The Conservative Achievements of Liberal Reform” (blackboard); Leuchtenburg, “The Achievement of the New Deal” (blackboard)

Additional reading: Lizabeth Cohen, Making a New Deal (2nd ed.)

March 25: Consumer Culture

Cohen, A Consumer’s Republic; Zunz, “Turning Out Consumers” (blackboard)

Additional reading: Meg Jacobs, Pocketbook Politics

April 1: The Cold War

Leffler, For the Soul of Mankind; Andrea Friedman, “The Strange Career of Annie Lee Moss,” 94 Journal of American History (September 2007): 445-468 (JSTOR)

Additional reading: John Fousek, To Lead the Free World

April 8: Environmentalism in Twentieth Century America

Rome, The Bulldozer in the Countryside; James Morton Turner, “The Specter of Environmentalism’: Wilderness, Environmental Politics, and the Evolution of the New Right,” Journal of American History 96 (2009): 123-148 (JSTOR)

Additional reading: Samuel P. Hays, Beauty, Health, Permanence

April 15: Civil Rights

Payne, I've Got the Light of Freedom; Hall, "The Long Civil Rights Movement and the Political Uses of the Past" Journal of American History v. 91 (March 2005): 1233-1263 (JSTOR); Ward, "A War for States' Rights" (blackboard)

Additional reading: William Chafe, Civilities and Civil Rights

April 22: American Women's Movement

Rosen, The World Split Open; Schafly, "What's Wrong with 'Equal Rights' for Women?" (blackboard)

Additional reading: Nancy Cott, The Grounding of Modern Feminism

April 29: American Conservatism

Dochuk, From Bible Belt to Sunbelt; Lassiter, "Inventing Family Values" (blackboard); Sugrue and Skrentny, "The White Ethnic Strategy" (blackboard)

Additional reading: Dan Carter, From George Wallace to Newt Gingrich

Grading:

Essays.....45%
Class Participation.....35%
Final Exam.....20%