

**History 702 02 (Spring 2013)**  
**Graduate Colloquium in US History, 1865- Present**

Professor Thomas Jackson  
Office: MHRA 2141  
Office Phone: 334-4040; History Dept.: 334-5992  
Office Hours: Monday, 2:00-3:00  
Tuesday 4:00-5:30, and by appointment

Spring 2013  
MHRA 3207  
M, 6:30-9:20  
[tjackson@uncg.edu](mailto:tjackson@uncg.edu)

This course balances several objectives: 1) coverage of major issues and developments in the political, social, international, and cultural history of the United States; 2) exposure to varieties of research methodology, narrative, analysis, and argumentation falling under the rubric "historiography"; 3) consistent thematic attention to race, class, ethnicity, gender, sexuality, public memory, and place as they help us interpret lived experience, cultural meanings, patterns of social mobility and social movements, inequality, political power, and institutional development.

Overlapping terrain among these fields is where I find the most exciting action, where historians work with diverse sources and balance considerations of culture and structure, power and agency, analysis and narrative, 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. Some are classics, some are representative of newer trends in historical inquiry.

As you consider your professional identity and the role of this course in your development, 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 in a separate bibliography I have provided on Google Docs. Could you explain to an undergraduate how the 15<sup>th</sup> amendment was subverted, 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 community of historians, living and dead, among whom you will find evidence, criticism, support and guidance? Use historiographical reviews, book reviews, and recent attempts at scholarly synthesis to get a sense of these "ongoing conversations." "Historio Comps" in Google Docs contains many of these. But even within the binding of a book, authors often tell you what they are contributing, who they are trying to persuade, who they consider kindred spirits in their fields (those prefaces, conclusions, and explanatory footnotes tell their own stories). Be aware of important 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. Graduate students must of necessity often skim or sample scholarly work. But certain books, or sections deserve to be read *deeply* with attention to their methods, writing styles, and skills at balancing interpretation, evidence and narrative. Ask: Could this book or article be 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?

**Student Learning Outcomes:**

Upon successful completion of this course you should be able to:

- 1) Read and discuss secondary scholarly literature with multiple and clear purposes in mind, identifying main arguments, evaluating methods and evidence, assessing historiographic contributions, extracting useful insights and lively information for your teaching.

- 2) Write and speak critically and clearly, developing your own individual interpretations while appreciating and respecting those of others.
- 3) Define your principal areas of interest and "burning questions" in the field of post-1865 American history, while assembling notes and bibliography is useful to passing graduate comprehensive exams.

**Course Requirements:**

Reading and Participation: 40%

Commentary on blackboard of each week's reading: 10%

Two Presentations: 10%

One Focused Historiographical Essay (Due Day of Discussion) 5-6 pp. 15%

A Longer Historiographical Essay on a Larger Theme or Problem 13-15 pp. 25%

**Reading and Participation in Class Discussion (40%)**

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. So much time and work can be saved if you habitually make this a professional process with trusted colleagues. Please stay on-topic, stay high-minded, limit tangential anecdotes, and don't go negative on a piece of scholarship until we have a fair appreciation of an author's efforts and contributions. This is a seminar, a collaborative enterprise. You get one unexcused absence.

**Commentary on Blackboard of Each Week's Reading 10%**

Write at least 200 words commenting upon one or two of the most interesting insights or interpretive problems the work presents. This is useful limbering up for class discussion. Has this reading changed or challenged my understanding of US history or the historiography? Is there a model here for *doing* good history? Are there particularly good examples or concepts that I might incorporate into an undergraduate lecture?

**Presentations: 10%**

**Presentation # 1, Accompanied by Handout. ONE DAY YOU CHOOSE**

During each class, two students will lead. One of you will be responsible for laying the foundation for understanding the book under consideration. In 10-15 minutes you will outline the thesis, describing at least three main analytical claims or lines of argument that the author or contributors advance. You will very briefly inform us on salient points about the author's professional development (talk more about intellectual trajectory or mentorship than institutional affiliations). Then highlight three main features of the work's critical reception, citing reviews. Finally, will pose three succinct questions dealing with its argument, method, use of evidence, and possible elisions. (What the author might or should have done should only be broached in the last minutes of a presentation and the last hour of a discussion -- the scholarly temptation to prove our smarts by "going negative" on a work is pervasive but corrosive to collegiality, and often, to our own pursuit of imperfect scholarship). A one to two page handout (print both sides if possible for 10 people, or email it to me in advance) will accompany this.

**Presentation Number Two, Accompanied by the Shorter Historiographical Essay.**

After some discussion, a classmate will spend 10-15 minutes placing the work in an historiographical framework (most good books address several ongoing conversations or controversies, but I'll only hold you to one). You should draw upon at least two historiographical essays, locate the work along a spectrum of professional inquiry, or position the work within a controversy that you can paraphrase. Compare it to at least one book or collection of scholarly articles authored or edited by at least one other scholar. This is a pretty big assignment because it requires you to understand the book, the field, and add another scholar's interpretation. Hone your ability to use introductions, first paragraphs, conclusions, explanatory footnotes, and book reviews to quickly grasp a scholar's contribution and significance. Suggestions follow each week and a longer bibliography will be available on Google Documents.

In neither presentation will it work for you to move through a text page by page, touching upon every relevant point in your notes. The presentations will be formally graded with a rubric that evaluates how well you free

yourself from the text and structure the presentation analytically, how well you incorporate and paraphrase the arguments in your own words, and whether you can succinctly pose key questions that help us understand the work more deeply in relation to its scholarly audience and perhaps broader reading public.

**One Focused Historiographical Essay (Due Day of Discussion) 5-6 pp. 15% ONE DAY YOU CHOOSE**

A 5-6 page essay that surveys this field and locates the work within it will be due at the beginning of class. No more than 1-2 page of this essay will focus upon the work itself; rather your emphasis will be upon the landscape of action and argumentation as outlined above. Footnotes need not be detailed but should follow the form of review essays in *Reviews in American History*.

**A Longer Historiographical Essay on a Larger Theme or Problem 14-15 pp.: 25% FRIDAY, MAY 3**

A final historiographical essay will explore in depth a broad theme across a significant chronological scope, about two thirds of the paper, and then explore a specific area of interest in which you can imagine doing scholarship. Three fourths of this essay should be comprised of scholarship on the theme and topic that you have not been exposed to; the final pages may point to research questions and even some primary sources that might comprise a good research project. Consider this as both your reckoning with a significant subfield and your identification of a question or problem that might merit a thesis or dissertation.

Under HIS 702 in Google Documents, find supplementary readings, as well as a general bibliography with guidelines on preparing yourself professionally, as well as specific bibliographic suggestions. Under Historio Comps in Google Documents, find an array of historiographical reviews as well as scholarly articles I have found useful in teaching HIS 709 Introduction to Research.

**Readings Available in the Bookstore:**

- Blight, David W. *Race and Reunion: The Civil War in American Memory*. Cambridge, Mass.: Belknap Press of Harvard University Press, 2001.
- Limerick, Patricia Nelson. *The Legacy of Conquest: The Unbroken Past of the American West*. New York: Norton, 1987.
- Jacobson, Matthew Frye. *Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad, 1876-1917*. New York: Hill and Wang, 2000.
- Rosen, Ruth. *The Lost Sisterhood: Prostitution in America, 1900-1918*. Baltimore: Johns Hopkins University Press, 1982.
- Cohen, Elizabeth. *Making a New Deal: Industrial Workers in Chicago, 1919-1939*. Cambridge England; New York: Cambridge University Press, 1990.
- Cohen, Elizabeth. *A Consumer's Republic: The Politics of Mass Consumption in Postwar America*. 1st ed. New York: Knopf, 2003.
- Linenthal, Edward Tabor, and Tom Engelhardt. *History Wars: The Enola Gay and Other Battles for the American Past*. 1st ed. New York: Metropolitan Books/Henry Holt and Co., 1996.
- Borstelmann, Thomas. *The Cold War and the Color Line American Race Relations in the Global Arena*. Cambridge, MA: Harvard University Press, 2001.
- Lipsitz, George. *A Life in the Struggle: Ivory Perry and the Culture of Opposition*. Critical Perspectives on the Past. Rev. ed. Philadelphia: Temple University Press, 1995.
- Douglas, Susan J. *Where the Girls Are: Growing up Female with the Mass Media*. New York: Times Books, 1994.
- Perkinson, Robert. *Texas Tough: The Rise of America's Prison Empire*. 1st ed. New York: Metropolitan Books, 2010.
- Rodgers, Daniel T. *Age of Fracture*. Cambridge, Mass.: Belknap Press of Harvard University Press, 2011.
- Pascoe, Peggy. *What Comes Naturally: Miscegenation Law and the Making of Race in America*. Oxford ; New York: Oxford University Press, 2009.

**Complementary articles will be emailed or uploaded to Google Documents.**

### **Schedule of Class Meetings and Due Dates**

#### **1/14: Introductions**

#### **1/28: Reconstruction, White Supremacy, and Historical Memory**

Blight, David W. *Race and Reunion: The Civil War in American Memory*. Cambridge, Mass.: Belknap Press of Harvard University Press, 2001.

#### **Recommended (See also more extensive bibliography on line in Google Docs):**

Baker, Bruce E. *What Reconstruction Meant: Historical Memory in the American South*. Charlottesville: University of Virginia Press, 2007. Introduction and first chapter reportedly provides excellent theoretical overview of the literature on memory.

#### **2/4: Paradoxes in the Interpretation of Western History**

Limerick, Patricia Nelson. *The Legacy of Conquest: The Unbroken Past of the American West*. New York: Norton, 1987.

#### **Alternative:**

Andrews, Thomas G. *Killing for Coal: America's Deadliest Labor War*. Cambridge, Mass.: Harvard University Press, 2008.

#### **Recommended:**

Jacobs, Margaret D. *White Mother to a Dark Race: Settler Colonialism, Maternalism, and the Removal of Indigenous Children in the American West and Australia, 1880-1940*. Lincoln: University of Nebraska Press, 2009.

#### **2/11: Transnational America: Immigration, Empire, Citizenship**

Jacobson, Matthew Frye. *Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad, 1876-1917*. New York: Hill and Wang, 2000.

Ngai, Mae M. "Nationalism, Immigration Control, and the Ethnoracial Remapping of America in the 1920s." *OAH Magazine of History* 21, no. 3 (2007): 11-15.

#### **Recommended:**

Kramer, Paul A. *The Blood of Government: Race, Empire, the United States, & the Philippines*. Chapel Hill: University of North Carolina Press, 2006.

Higham, John. *Send These to Me: Immigrants in Urban America*. Rev. ed. Baltimore: Johns Hopkins University Press, 1984.

#### **2/18: Progressivism and Women's Political Culture**

Rosen, Ruth. *The Lost Sisterhood: Prostitution in America, 1900-1918*. Baltimore: Johns Hopkins University Press, 1982.

#### **Select Two for Contextualization:**

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.

Johnston, Robert D. "The Possibilities of Politics: Democracy in America, 1877 to 1917." In *American History Now*, edited by Eric Foner and Lisa McGirr. 96-124. Philadelphia: Temple University Press, 2011.

Rodgers, Daniel T. "Worlds of Reform." *OAH Magazine of History* 20, no. 5 (2006): 49-54.

**Recommended:**

Johnston, Robert D. *The Radical Middle Class: Populist Democracy and the Question of Capitalism in Progressive Era Portland, Oregon*. Princeton, N.J.: Princeton University Press, 2003.

**2/25: Interwar America: Assimilation and the Popular Grounding for New Deal Liberalism**

Cohen, Lizabeth. *Making a New Deal: Industrial Workers in Chicago, 1919-1939*. Cambridge England; New York: Cambridge University Press, 1990.

**Recommended:**

Dawley, Alan. *Struggles for Justice: Social Responsibility and the Liberal State*. Cambridge, Mass.: Belknap Press of Harvard University Press, 1991.

**3/4: World War II: Race, Atomic Diplomacy, and Memory**

Linenthal, Edward Tabor, and Tom Engelhardt. *History Wars: The Enola Gay and Other Battles for the American Past*. 1st ed. New York: Metropolitan Books/Henry Holt and Co., 1996.

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

**Spring break**

**3/18: The Politics of Consumption from the New Deal to the Great Society**

Cohen, Lizabeth. *A Consumer's Republic: The Politics of Mass Consumption in Postwar America*. 1st ed. New York: Knopf, 2003.

Soluri, John. "Empire's Footprint: The Ecological Dimensions of a Consumers' Republic." 15-20: *Organization of American Historians*, 2011.

**Recommended:**

Steigerwald, David. "All Hail the Republic of Choice: Consumer History as Contemporary Thought." *The Journal of American History* 93, no. 2 (2006): 385-403.

Cohen, Lizabeth. "Escaping Steigerwald's "Plastic Cages": Consumers as Subjects and Objects in Modern Capitalism." *The Journal of American History* 93, no. 2 (2006): 409-13.

Glickman, Lawrence B. *Buying Power: A History of Consumer Activism in America*. Chicago: University of Chicago Press, 2009.

**3/25: Race, the Cold War and Third World**

Borstelmann, Thomas. *The Cold War and the Color Line American Race Relations in the Global Arena*. Cambridge, MA: Harvard University Press, 2001.

Gaines, Kevin. "A World to Win: The International Dimension of the Black Freedom Movement." *OAH Magazine of History* 20, no. 5 (2006): 14-18.

**Recommended:**

Von Eschen, Penny M. *Race against Empire: Black Americans and Anticolonialism, 1937-1957*. Ithaca, NY: Cornell University Press, 1997.

Westad, Odd Arne. *The Global Cold War : Third World Interventions and the Making of Our Times*. Cambridge ; New York: Cambridge University Press, 2005.

**4/1: Law and Society: Racialism and Marriage Equality**

Pascoe, Peggy. *What Comes Naturally: Miscegenation Law and the Making of Race in America*. Oxford ; New York: Oxford University Press, 2009.

**4/8: Black Freedom and the War on Poverty From the Bottom Up**

Lipsitz, George. *A Life in the Struggle: Ivory Perry and the Culture of Opposition*. Critical Perspectives on the Past. Rev. ed. Philadelphia: Temple University Press, 1995.

**Recommended:**

Ransby, Barbara. *Ella Baker and the Black Freedom Movement : A Radical Democratic Vision*. Gender & American Culture. Chapel Hill: University of North Carolina Press, 2003.

**4/15: Feminism: Social Movements and Mass Media**

Douglas, Susan J. *Where the Girls Are: Growing up Female with the Mass Media*. New York: Times Books, 1994.

Douglas, Susan J. "Mass Media: From 1945 to the Present." In *A Companion to Post-1945 America*, edited by Jean-Christophe Agnew and Roy Rosenzweig. 78-95. Malden, MA: Blackwell, 2006.

**4/22: Conservative America, Multicultural America**

Rodgers, Daniel T. *Age of Fracture*. Cambridge, Mass.: Belknap Press of Harvard University Press, 2011.

Zelizer, Julian E. "Rethinking the History of American Conservatism." *Reviews in American History* 38 (2010): 367-92.

**Recommended:**

Moreton, Bethany. *To Serve God and Wal-Mart: The Making of Christian Free Enterprise*. Cambridge, Mass.: Harvard University Press, 2009.

Dochuk, Darren. *From Bible Belt to Sunbelt : Plain-Folk Religion, Grassroots Politics, and the Rise of Evangelical Conservatism*. 1st ed. New York: W.W. Norton, 2011.

Jenkins, Philip. *Decade of Nightmares: The End of the Sixties and the Making of Eighties America*. New York: Oxford University Press, 2006

**4/29: Criminality and the Carceral State**

Perkinson, Robert. *Texas Tough: The Rise of America's Prison Empire*. 1st ed. New York: Metropolitan Books, 2010.

Thompson, Heather Ann. "Why Mass Incarceration Matters: Rethinking Crisis, Decline, and Transformation in Postwar American History." *Journal of American History* December (2010): 703-34.

**Recommended:**

Marie Gottschalk, *The Prison and the Gallows: The Politics of Mass Incarceration in America* (Cambridge ; New York, 2006), p. xiii, 451 p.

Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: New Press, 2010.

Curtin, Mary Ellen. "State of the Art: The New Prison History." *Labor* 8, no. 3 (September 21, 2011 2011): 97-108.

**5/3: Final Historiographical Paper Due in my Office at 5:30 PM**