

HISTORY 702: Colloquium in American History since 1865
Spring 2015
Bolton

Office: MHRA 2135
Office Hours: 1:00 p.m. - 3:00 p.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.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Discuss some of the major themes of United States history since 1865.
2. Analyze how historians have described the history of various topics of United States history since 1865.

Readings

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

David Blight, Race and Reunion
William Cronon, Nature's Metropolis
Charles Postel, The Populist Vision
Matthew Jacobson, Barbarian Virtues
Thomas Andrews, Killing for Coal
Daniel Okrent, Last Call
Mae Ngai, Impossible Subjects
David Kennedy, The American People in the Great Depression
Lizabeth Cohen, A Consumers' Republic
John Fousek, To Lead the Free World
Danielle McGuire, At the Dark End of the Street
Ruth Rosen, The World Split Open (rev. ed.)
Darren Dochuk, From Bible Belt to Sunbelt

The other readings mentioned in the syllabus are available electronically either on blackboard or through JSTOR.

Schedule

January 26: Race and Reunion after the Civil War

Blight, Race and Reunion; Foner, “The Making of Radical Reconstruction”
(blackboard)

February 2: Western Settlement and the Frontier

Cronon, Nature’s Metropolis; Turner, “The Significance of the Frontier in
American History” (blackboard)

Additional Reading: Patricia Limerick, The Legacy of Conquest

February 9: Populism

Postel, The Populist Vision

Additional reading: Lawrence Goodwyn, The Populist Moment; Elizabeth
Sanders, The Roots of Reform

February 16: American Imperialism

Jacobson, Barbarian Virtues; Williams, “Imperial Anticolonialism”
(blackboard)

Additional reading: Gail Bederman, Manliness and Civilization

February 23: Industrialization and Labor

Andrews, Killing for Coal

Additional reading: Herbert Gutman, Work, Culture, and Society in Industrializing
America; Nelson Lichtenstein, State of the Union

March 2: Reform Movements

Okrent, Last Call

Additional Reading: Daniel Rodgers, Atlantic Crossings; Robert Johnston, The
Radical Middle Class

March 16: Immigration

Ngai, Impossible Subjects

Additional reading: David Roediger, Working Toward Whiteness: How America's Immigrants Became White; John Bodnar, The Transplanted

March 23: The New Deal

Kennedy, The American People in the Great Depression; Cowie and Salvatore, "The Long Exception: Rethinking the Place of the New Deal in American History," International Labor and Working-Class History 74 (Fall 2008): 1-32 (JSTOR)

Additional reading: Lizabeth Cohen, Making a New Deal (2nd ed.); Alan Brinkley, The End of Reform

March 30: Consumer Culture

Cohen, A Consumers' Republic

Additional reading: Bethany Moreton, To Serve God and Wal-Mart: The Making of Christian Free Enterprise

April 6: The Cold War

Fousek, To Lead the Free World

Additional reading: Melvyn Leffler, For the Soul of Mankind; John Gaddis, We Now Know

April 13: Civil Rights

McGuire, At the Dark End of the Street; Hall, "The Long Civil Rights Movement and the Political Uses of the Past" Journal of American History 91 (March 2005): 1233-1263 (JSTOR)

Additional reading: Martha Biondi, To Stand and Fight; Thomas Borstelmann, The Cold War and the Color Line

April 20: 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; Alice Kessler-Harris, In Pursuit of Equity

April 27: American Conservatism

Dochuk, From Bible Belt to Sunbelt

Additional reading: Lisa McGirr, Suburban Warriors; Joseph Crespino, In Search of Another Country

May 4: Final Exam (7:00 pm)

Assignments

Each student should write three essays (5-6 pages) on three different topics listed in the syllabus. These essays—thought pieces—should represent your analysis and commentary on the ideas and/or arguments raised by the readings. You may also want to comment on how the readings fit within the larger historiography for that week's topic. You should neither merely summarize the readings nor ramble incoherently. You can discuss any subject, but your essays should focus on the assigned readings and should not focus too narrowly on some trivial point. All essays should be well written and well organized. They should be typed, double-spaced, with one-inch margins; you need to use correct Chicago Manual of Style citation in your essays. All essays are due at the class meeting in which the topic is covered—no exceptions!

Each student will also choose a book from the additional reading lists, and for that week, make an oral report of no more than 10 minutes about the additional book (you cannot do a paper and an oral report on the same week). These reports should explain the book's primary themes and arguments and also compare and/or contrast the book and its arguments to the common reading(s) for the week. Do not spend your 10 minutes summarizing the content of the book.

One of the major assignments for this class is to do the weekly readings and engage with the material you encounter. Non-participation or weak participation during the class discussion of the weekly readings will obviously result in a low class participation grade. I define participation qualitatively, not quantitatively, so speaking a lot is not automatically a sign of effective participation. Since this is a large class, I will make an effort to see that everyone has an opportunity to speak each week. In addition to participating in our weekly class discussions, you can discuss the readings on blackboard. I will read all the posts, and I encourage whatever participation in this format people would like to contribute. Blackboard discussion is not required, but I will factor any contributions through this format into the class participation grade.

At the mid-point of the semester, I will give you a chance to offer a self-evaluation of your participation in the class.

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

Grading:

Grades will be based on class participation (30 percent), writing assignments (35 percent), the oral report (10 percent) and the final exam (25 percent).

Attendance:

Attendance at all class meetings is expected. 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 all the assigned readings for any week you miss class (due the following class meeting). Failure to complete these make-up summaries will count against your class participation grade.

Academic Integrity Policy:

All students are expected to know and abide by the UNCG Academic Integrity Policy.