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MHRA 1304  
M, 6:30—9:20  
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### **History 702 02 (Spring 2018)** **Graduate Colloquium in US History, 1865- Present**

This course surveys major developments in historical writing about U.S. political, social, cultural, intellectual, and environmental history since the Civil War. We will read several focused monographs, but I tilted the list toward titles I judged to be synthetic, interpretive, and well written. In our field, I find the most exciting action in places where historians work with diverse sources and balance factors of culture and structure, power and agency, analysis and narrative, qualitative and quantitative evidence. But such a class can only be a sampler, not the “comprehensive” coverage of US History since the Civil War that many feel you will need to teach and function as a professional. In fact, there is no humanly possible way to master all fields of US history in this period. The best you can aspire to is to identify 10 or 12 “burning questions” in service to which your historical reading and research will aspire. (The final assignment helps you do this).

As such this course introduces you to a range of topics, themes, methods, and genres of history. We will consider the historiography of various eras and problems, but our principal focus will be on understanding and evaluation the ways in which particular historians have posed and answered questions within more limited but still significant ranges: the struggle for black freedom in Reconstruction; the re-forging of a nation around principles of capitalist progress, manhood, and racial hierarchy at home and in the world; assertions of state power in Prohibition, as progressives and evangelicals joined in a failed episode of state making; progress in civil rights and the persistence of racial inequality in housing and criminal justice.

#### **Recurring themes that reflect the concerns of the instructor:**

How could liberalism and illiberalism, inclusion and exclusion, liberty and coercion, equality and hierarchy be so consistently present in U.S. history, even as we discern marked changes over time in the power and status of various groups?

How have debates and decisions about political economy and the balance of economic power among business, labor, consumer, and other interest groups affected the course of US development?

How have grassroots mobilization and coalition politics advanced Black equality in particular, even as new forms of control and inequality frequently replaced old.

How has popular politics, war, depression, class, gender, and racial conflict reshaped the party system, the balance of state, local, and federal power, the rights accorded citizens under the evolving Constitution, and the beneficiaries (or losers) in state-building? (That’s a big one).

How has the United States’ role in the world changed through imperial competition, World Wars, Cold War and global interventions?

How can stories of individual determination, overcoming, and loss illuminate larger changes and conflicts?

#### **Student Learning Outcomes:**

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

1. Discuss the major themes of United States social, political, and cultural development since 1865.
2. Analyze how historians have revised their narratives and explanations of problems in United States history since 1865.
3. 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.\

4. Define your principal areas of interest and your own "burning questions" in the field of post-1865 American history. Defining "field competencies" involves assembling notes and bibliographies that will prove useful to passing graduate comprehensive exams and to future teaching, research, or public history projects.

**Main Required Readings (In Bookstore and On-line Sellers):**

- Gerstle, Gary. *Liberty and Coercion: The Paradox of American Government from the Founding to the Present*, Princeton, 2015. Ebook also available.
- Foner, Eric, and Joshua Brown. *Forever Free: The Story of Emancipation and Reconstruction*. New York: Vintage, 2006. Widely available. (This is the shorter up to date popular version of *Reconstruction* for a wider audience of readers, which you may also purchase instead).
- Lears, T. J. Jackson. *Rebirth of a Nation: The Making of Modern America, 1877-1920*. New York: HarperCollins, 2009.
- Andrews, Thomas G. *Killing for Coal: America's Deadliest Labor War*. Cambridge, Mass.: Harvard University Press, 2008.
- McGirr, Lisa. *The War on Alcohol: Prohibition and the Rise of the American State*. New York: W. W. Norton & Company, 2015.
- Katznelson, Ira. *Fear Itself: The New Deal and the Origins of Our Time*, Norton, 2013.
- Connolly, N. D. B. *A World More Concrete: Real Estate and the Remaking of Jim Crow South Florida*. University Of Chicago Press, 2016.
- Craig, Campbell, and Fredrik Logevall. *America's Cold War: The Politics of Insecurity*. Cambridge, Mass.: Belknap Press of Harvard University Press, 2009.
- Jackson, Thomas F. *From Civil Rights to Human Rights: Martin Luther King, Jr., and the Struggle for Economic Justice*. Philadelphia, Pa.: University of Pennsylvania Press, 2007.
- Hinton, Elizabeth. *From the War on Poverty to the War on Crime: The Making of Mass Incarceration in America*. 1 edition. Cambridge, Massachusetts: Harvard University Press, 2016.
- Appy, Christian G. *American Reckoning: The Vietnam War and Our National Identity*, 2015.
- Self, Robert O. *All in the Family: The Realignment of American Democracy Since the 1960s*. Reprint edition. New York: Hill and Wang, 2013.
- Simon, Bryant. *The Hamlet Fire: A Tragic Story of Cheap Food, Cheap Government, and Cheap Lives*. New York: The New Press, 2017.

**Guidelines for Thorough Yet Strategic Reading:** You will forget the vast majority of what you read, but you must read it to remember anything! Take thoughtful analytical notes that will make sense to you later! I do this a lot in the margins and then just flag the pages in books I own. Consult book reviews and historiographical essays to help clue you into what might be important to evaluate in a work (but don't solely rely upon these partial reviews). Choosing what to record, copy, or cite is a skill learned over years.

Definitely use my orienting questions posed in Canvas (these will vary in detail and timing depending on my schedule and whether I have read the book thoroughly before, so don't *depend* on my questions exhausting yours). A strategic approach is to pose questions after reading the Introduction and Conclusion, and then try to line up references and notes that answer those questions. Research has shown that people remember facts, dates, personalities and concepts that *matter* to questions they deem important. What are the main concepts behind this narrative and explanation? What is the author's basic approach to historical explanation? What is the key interpretive storyline? Are there analytical concepts that open up worlds of knowledge and interpretation? How do individuals embody or symbolize or make their mark on larger movements and trends? Is there something here I would want to put in a lecture or capture in a public exhibit? Is there a note or a quote here that might end up in something I would want to write? What do the titles really mean? Who is *Killing for Coal* in Colorado, America, the world? Who is seeking the *Rebirth of a Nation*, and how—and how many ways can "rebirth" be named and illustrated? How are *Liberty and Coercion* inextricably bound up with each other in the structure of American government and social relations? Did the *War on Crime* replace or succeed the *War on Poverty* or was the former imbricated in the latter?

### Structure of our classes and conversations:

The core of this course are the hours we spend in dialogue. Conversations should move among three overlapping levels. Graduate students should be building a base of knowledge and notes that will serve you in comprehensive exams and in your careers as scholars, teachers, or public historians. So obviously you should be thinking on several levels simultaneously as your professional identity takes shape.

I will steer conversation to each if the class doesn't fully explore these dimensions:

**1) Historical change, explanation, and content knowledge.** How has this work added to your knowledge of this period and the fundamental questions of American history? How does it shed light on major issues and developments in the political, social, and cultural history of the United States? How would you explain the book's main insights to an undergraduate more interested in history than historiography? How do these insights shed light on current issues and choices?

**2) Historiography.** Can this work help you understand how professional historical writing and argumentation has changed over time, in response to new evidence, new questions, and new frames of reference? What intervention into the ongoing conversations among scholarly historians does it make? How does it periodize or characterize an era, illuminate a neglected arena of public life, or make connections between disparate phenomena that haven't been customarily related? Because a number of these works are synthetic and intended to cross over professional and "trade publication" status, the author might not prominently state their contribution. But you can usually find it in footnotes, related articles, or book reviews. Use all of these. ASK me for the best historiographical reviews.

**3) Genre, Method and Models for Doing History and Becoming a Historian.** Are there basic concepts, research strategies, ways of relating different historical changes as revealed in the book's sources and structure, which are particularly useful or interesting to you as you go forward with your sense of what it is possible to do in the discipline? Are there implications for broader publics of non-specialists, citizens, activists, policy people, literary nonfiction lovers and writers?

### Logistics:

Each class will have one "historiographer" and "co-facilitator" who will help the rest of us situate this work in the "ongoing conversations" and periodic "revisions" of basic narratives and ways of explaining change. Sometimes a work will straddle fields, change our basic "frames of reference" and draw connections between arenas of public and private life hitherto treated in isolation. Each historiographer will give a 10 minute report that references work that preceded (or followed) scholarship that we are reading. (I will gently cut your presentation short if it goes over 11 minutes).

What stands out in our particular book as either novel, or typical of a "school" or a trend in historical writing? Consult one or two historiographical articles as guidance, select two or at most three other scholars whose work ours complements or contests. Download and selectively read their articles or peruse their books for a sense of how other authors make arguments and present evidence (I will talk about how to quickly perform "first passes" on books you don't have time to fully read). You should also dig into the author's footnotes if she takes explicit issue with someone else, and consult a few book reviews to help the class understand how to place this work in an evolving field. In addition to the suggestions below, heck the canvas page for that week, for my own take on questions and refined lists of suggested writings. Use search engines or browse the professor's huge digital archive in Google Drive entitled "Historio/Comps" (see Canvas link at top of electronic syllabus). *Reviews in American History* is the gold standard for reviews, but *Journal of American History* and H-NET also have valuable reviews, as do specialized journals such as *Labor* and *Journal of the Gilded Age and Progressive Era*.

**In addition to a 5 page essay in Canvas and in hard copy handed to the professor, historiographers will distribute a 1 pp. MAX digest of main points, quotes, and citations to other works, as the basis for their presentations..**

**Guidelines for Thinking and Talking:**

Just to remind you how things go well. Let's critically appreciate a work before zeroing in its shortcomings or the things we wish it had done, but didn't. Listen respectfully and respond to specific people and sustain the dialogue within a circle rather than addressing the professor primarily. Openly disagree without being disagreeable, or concur without parroting: add or elaborate on significant evidence or insight. Keep electronic devices, especially cellphones, stowed. Don't use laptops in a way that pulls attention out of the room into cyberspace. Be sensitive to the tone of a discussion as well as its surface content. If you find viewpoints described by historians as abhorrent, don't abandon your values, but try to take historical perspective, regarding people who we might disparage as three dimensional actors with difficult pasts and uncertain futures. Their uncertain future is our own imperfectly knowable past. By the same token, appreciate that historical consciousness involves an ever deepening knowledge of human behavior, norms, and patterns of cause and effect, insights that past actors did not have available to them. Appreciate that outcomes were never inevitable, and that a range of choices were always considered and debated within any situation

**Graded Requirements:**

**Class Participation, 40%.** Criteria for evaluating verbal participation: 1. Comments should be pertinent to the analytical question before the class. 2. Analytical claims should be backed up by concrete evidence and focused examples. 3. Quality and focus rather than quantity governs, i.e. just talking doesn't translate into credit. I will gently cut your remarks short if it seems like you are monopolizing. 4. Comments are best situated in response to other people's points in a way that reveals careful listening. 5. Criticisms of the work are balanced with critical appreciation. 6. Respectful disagreement is valued and encouraged, as is concurrence. If you concur, give a supportive example. Each of your three presentations to the class will count and receive constructive feedback.

**Class Blogs, Discussion Boards, Comments (weekly, but I take the best 10) 30%.** *Informal 1--2 pages (300-500 words).* As with everything, these are reflective and evaluative, not simply descriptive or comprehensive. ***Don't write about everything, but don't simply pick some small insight or surprising revelation from one chapter.*** Go with a theme or thread that is sustained in the book. You don't have to have finished all the reading to crystalize your thoughts in writing. Write these and then finish if you, like me, prepare right up to the start of a class. Focus on perhaps two of the *overarching* questions that I pose in the weekly Canvas assignment page. Please be succinct. Make sure you find a chance in class to verbally share your main observations. THEN after class, go back and respond to one other person's blog entry, or elaborate upon your own, with added insight or with a question or thoughts we may have missed during class (I'll try to synthesize these in "wrap up" emails after the class). ***If you miss class for whatever reason, these are still required of you. These follow ups should be used especially by less vocal class members.***

**Paper and report on historiography 10%:** 5 pp. and 10 minutes; (see above); signups are coming soon.

In addition to a 5 page essay in Canvas and in hard copy handed to the professor, historiographers will distribute a 1 pp. MAX digest of main points, quotes, and citations to other works, as the basis for their presentations..

**Final Synthetic essay 20%.** 12-15 pp. Due the hour of the Final exam. You'll take a **thread** of inquiry and trace it over the course, drawing insights from no fewer than *half* the works that we have read. *These will be delimited and crafted in 30 minute conferences with me. We can have these conferences whenever you want. But the themes are most usefully defined within 3 weeks of beginning, and elaborated in a conference with me within 3 weeks of the end of the semester.* Examples: African Americans' and immigrants' struggles for inclusion, and the political and economic dimensions of citizenship. The impact of war and militarism on American culture and society. Ethnic nationalism and civic nationalism as contending ideologies in history. State formation, and the impact of earlier policies on later options

and decisions. Social movements and movements in reaction to insurgent politics. Other questions and interests you bring into the class.

**Resources:**

Aside from Jackson Library's many subscriptions and search engines, you may request my access to HaithiTrust.org through the Library of Congress, and any of the University of Virginia's research databases not available to graduate students here. Just bring your laptop and I can log you into these accounts for a session. Also, check two places for a rich array of readings: The Google Docs Folder titled "Historio/Comps" to which Canvas gives you access for the semester; and a Zotero Group titled "Historiography UNCG" that Kyra Turnage helped me build last semester. (You must request to be included as a group member).

**Attendance:**

Attendance is required. Absence will have an adverse effect on your participation grade. Email me in advance if you must miss class and your excuse falls within the range of UNCG exemptions: sickness, serious family emergency, unsafe travel conditions, nuclear war.

**Course policy on sustainability:** Campus-wide policies are being adopted that require students, staff and faculty to act in ecologically conscious ways while at UNCG. No grade here, just the grade the biosphere gives us all! Here are a few links to sustainability information at UNCG, including a recycling guide.

<http://sustain.uncg.edu/> <http://www.uncg.edu/student.groups/uncgreen/index.htm>

<http://www.uncg.edu/rcy/index.htm>

**UNCG's Academic Integrity Policy** <http://academicintegrity.uncg.edu/complete/>

Violations of the Academic Integrity Policy will be handled in accordance with UNCG procedures, which are quite strict in the case of graduate students. Nuff said.

**Grading Scale:** A+: 98-100; A: 93-97; A-: 90-92; B+: 87-89; B: 83-86; B-: 80-82; C+: 77-79; C: 73-76; C-: 70-72; D+: 67-69; D: 63-66; D-: 60-62; F: 59 and lower; N/C: 0 (as in No Credit in cases of failure to produce any work, and oh yes, in cases of plagiarism).

**Schedule of Meetings and Assignments**

**(Check Canvas for fuller assignments, with suggestions for supplementary reading, Historiography reports, and guiding questions as you read).**

**1/10: Introductions**

What is your favorite historical study and why? Who do you imagine your most important audience(s) will be in your career? Where do you hope to make a mark? What questions about past and present have motivated you the most?

**1/17: Revolutions in American Power: From the Liberal State to the Leviathan State? An Inclusive Democracy?**

Gerstle, *Liberty and Coercion*

**Suggested syntheses of comparable interpretive sweep:**

Keyssar, Alexander. *The Right to Vote: The Contested History of Democracy in the United States*. New York: Basic Books, 2000. Excellent windows into so many eras through the lens of struggles over the franchise.

Foner, Eric. *The Story of American Freedom*. New York: W.W. Norton, 1998.

Gilmore, Glenda Elizabeth, and Thomas J. Sugrue. *These United States: A Nation in the Making, 1890 to the Present*. 1 edition. New York ; London: W. W. Norton & Company, 2015. More text book-y but filled with insights and individual vignettes.

ANY of the Oxford History of the United States titles, especially Richard White, David Kennedy, and James Patterson.

**1/22: Reconstruction from Several Angles**

Foner, Eric, and Joshua Brown. *Forever Free* EBOOK through EBSCO (online reading only)

West, Elliott. "Reconstructing Race." *The Western Historical Quarterly* 34, no. 1 (2003): 6–26. Get the main ideas here, about periodization and relating the Civil War, Reconstruction, and Western expansion.

Though a trade publication, *Forever Free* contains Foner's main theses from his larger study, with an updated emphasis on black political agency that was but one of several contributions of the larger work, *Reconstruction* (1988). Joshua Brown's analysis of visual culture is succinct and represents his distinctive approach more fully realized in his other work.

**Historiography:**

**[NB: This is a large topic, as are many. A useful historiographical essay might focus upon conflicts over land and labor control; the achievements and shortcomings of reconstruction state governments; the role of the Freedmen's Bureau in mediating conflict and/or disciplining the southern agricultural labor force; the origins of the modern black community, examining black agency within the context of expanded rights and persistent violence.]**

Francis G. Couvares, "Reconstruction: How Large Its Scope?" in *Interpretations of American History Volume 2*, ed.

Francis G. Couvares (Boston, 2009), pp. 25-35.

Rothman, Adam. "Slavery, the Civil War, and Reconstruction." Chap. 4 In *American History Now*, edited by Eric Foner and Lisa McGirr. 75-95. Philadelphia: Temple University Press, 2011.

Robinson, Armistead L., "Beyond the Realm of Social Consensus: New Meanings for Reconstruction in American History," *JAH* 68 (September, 1981): 276-97.

Carter, Dan T. "Politics and Power: Emancipation in Comparative Perspective." Edited by Eric Foner. *Reviews in American History* 12, no. 3 (1984): 393–97.

Peter Coclanis and Scott Marler. "Chapter Eighteen: The Economics of Reconstruction." In *A Companion to the Civil War and Reconstruction*, edited by Lacy K Ford, 692–731. Malden, MA: Blackwell Pub, 2005. EBOOK

R. Tracy McKenzie. "Chapter Nineteen: Southern Labor and Reconstruction." In *A Companion to the Civil War and Reconstruction*, edited by Lacy K Ford, 785–826. Malden, MA: Blackwell Pub, 2005. EBOOK

**Suggested:**

Hahn, Steven. *A Nation under Our Feet: Black Political Struggles in the Rural South, from Slavery to the Great Migration*. Cambridge, Mass.: Belknap Press of Harvard University Press, 2003.

Blum, Edward J. *Reforging the White Republic: Race, Religion, and American Nationalism, 1865-1898*. Baton Rouge: Louisiana State University Press, 2005.

Foner, Eric. *Reconstruction : America's Unfinished Revolution, 1863-1877*. 1st ed. New York: Harper & Row, 1988.

Foner, Eric. *Nothing but Freedom: Emancipation and Its Legacy*. Walter Lynwood Fleming Lectures in Southern History. Baton Rouge: Louisiana State University Press, 1984.

Litwack, Leon F. *Been in the Storm So Long: The Aftermath of Slavery*. Vintage Books ed edition. New York: Vintage, 1980.

Holt, Thomas. *Black over White: Negro Political Leadership in South Carolina During Reconstruction*. Illini Books Edition 1979 edition. Urbana: University of Illinois Press, 1979.

**1/29: Empire and Nationalism – A Search for Order or National “Regeneration”?**

Lears, T. J. Jackson. *Rebirth of a Nation*

**Historiography:**

Essay should take an “angle” on Gilded Age: class conflict; surveillance and militarization of urban spaces; capitalism and the state; women’s public roles.

- Couvares, Francis G., Martha Saxton, Gerald N. Grob, and George Athan Billias. "The Triumph of Capitalism: Efficiency or Class War?" In *Interpretations of American History Volume 2*, edited by Francis G. Couvares. 55-72. Boston: Bedford St. Martin's, 2009.
- Beckert, Sven. "History of American Capitalism." In *American History Now*, edited by Eric Foner, 314–35. Philadelphia: Temple University Press, 2011.
- Flanagan, Maureen A. "Decades of Upheaval and Reform." In *A Companion to the Gilded Age and Progressive Era*, edited by Christopher McKnight Nichols and Nancy C. Unger, 421–36. John Wiley & Sons, Inc., 2017.
- Huysen, David. "Labor and Class in the Gape." In *A Companion to the Gilded Age and Progressive Era*, edited by Christopher McKnight Nichols and Nancy C. Unger, 229–42. John Wiley & Sons, Inc., 2017.
- Kazin, Michael. "Why the Gilded Age and Progressive Era Still Matter." In *A Companion to the Gilded Age and Progressive Era*, edited by Christopher McKnight Nichols and Nancy C. Unger, 450–53. John Wiley & Sons, Inc., 2017.
- Unterman, Katherine. "The United States in the World During the Gilded Age and Progressive Era." In *A Companion to the Gilded Age and Progressive Era*, edited by Christopher McKnight Nichols and Nancy C. Unger, 410–19. John Wiley & Sons, Inc., 2017.

### **Suggested:**

- Edwards, Rebecca. *New Spirits: Americans in the Gilded Age, 1865-1905*. New York: Oxford University Press, 2006.
- White, Richard. *The Republic for Which It Stands: The United States during Reconstruction and the Gilded Age, 1865-1896*, 2017. Long book. Thank me for not assigning it!

### **On Political Capitalism:**

- Beckert, Sven. *The Monied Metropolis: New York City and the Consolidation of the American Bourgeoisie, 1850-1896*. Cambridge, UK; New York, NY: Cambridge University Press, 2001.
- Brands, H. W. *American Colossus: The Triumph of Capitalism, 1865-1900*. New York, NY: Doubleday, 2010.
- White, Richard. *Railroaded: the transcontinentals and the making of modern America*. New York: Norton, 2011.
- Nasaw, David. *Andrew Carnegie*. New York: Penguin Press, 2006.

### **On Cities:**

- Cronon, William. *Nature's Metropolis: Chicago and the Great West*. New York: W.W. Norton, 1991.
- Sawislak, Karen. *Smoldering City: Chicagoans and the Great Fire, 1871-1874*. 1 edition. Chicago: University Of Chicago Press, 1995.

### **On Labor:**

- Krause, Paul. *The Battle For Homestead, 1880-1892: Politics, Culture, and Steel*. 1 edition. Pittsburgh: University of Pittsburgh Press, 1992.
- Dawley, Alan. *Class and Community: The Industrial Revolution in Lynn*. New edition edition. Cambridge, MA: Harvard University Press, 2000.
- Montgomery, David. *The Fall of the House of Labor: The Workplace, the State, and American Labor Activism, 1865-1925*. Reprint, 1999 edition. Cambridge: Cambridge University Press, 1989.

### **On Empire and Immigration:**

- Jacobson, Matthew Frye. *Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad, 1876-1917*. New York: Hill and Wang, 2001.
- Kramer, Paul A. *The Blood of Government: Race, Empire, the United States, and the Philippines*. New edition edition. Chapel Hill: The University of North Carolina Press, 2006.

### **On Gender and Manliness:**

- Bederman, Gail. *Manliness & Civilization: A Cultural History of Gender and Race in the United States, 1880-1917*. Chicago: University of Chicago Press, 1995.
- Hoganson, Kristin L. *Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars*. 35456th edition. New Haven: Yale University Press, 2000.

## **2/5: Labor and Environment in the Progressive Era**

Andrews, *Killing for Coal*

Arnesen, Eric. "Up from Exclusion: Black and White Workers, Race, and the State of Labor History." *Reviews in American History* 26, no. 1 (1998): 146–74. Get his main ideas and a few examples of the successes and failures of inter-ethnic and interracial union organizing, especially in the coal industry and Daniel Letwin at the end of the review.

### Historiographical Essay:

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

Couvares, Francis G., Gerald N. Grob, and George Athan Billias. "Progressive Movement: Elitist or Democratic?" In *Interpretations of American History, Volume 2: From Reconstruction: Patterns & Perspectives*, 8 edition. Boston, MA: Bedford/St. Martin's, 2008.

Johnson, Benjamin. "Environment: Nature, Conservation, and the Progressive State." In *A Companion to the Gilded Age and Progressive Era*, edited by Christopher McKnight Nichols and Nancy C. Unger, 71–83. John Wiley & Sons, Inc., 2017.

### On Progressivism(s)

Wiebe, Robert H. *The Search for Order, 1877-1920*. New York: Hill and Wang, 1967.

Rodgers, Daniel T. *Atlantic Crossings: Social Politics in a Progressive Age*. Cambridge, Mass.: Belknap Press of Harvard University Press, 1998.

Flanagan, Maureen A. *America Reformed: Progressives and Progressivisms, 1890s-1920s*. New York: Oxford University Press, 2007. Test it.

Gordon, Linda. "Putting Children First: Women, Maternalism, and Welfare in the Early Twentieth Century." In *U.S. History As Women's History: New Feminist Essays*, 1995.

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

McGerr, Michael E. *A Fierce Discontent: The Rise and Fall of the Progressive Movement in America, 1870-1920*. New York: Free Press, 2003.

Gilmore, Glenda Elizabeth. *Who Were the Progressives?: Readings*. Boston: Bedford/St. Martin's, 2002.

Hofstadter, Richard. *The Age of Reform*. Unknown edition. New York: Vintage, 1960.

### 2/12: Prohibition: The State as Mediator for Racial-Ethnic, Class, and Cultural Conflict in the 1920s

McGirr, Lisa. *The War on Alcohol: Prohibition and the Rise of the American State*, 2016.

### Choose One:

Ngai, Mae M. "The Architecture of Race in American Immigration Law: A Reexamination of the Immigration Act of 1924." *The Journal of American History* 86, no. 1 (1999): 67–92. <https://doi.org/10.2307/2567407>.

Adler, Jeffrey S. "Less Crime, More Punishment: Violence, Race, and Criminal Justice in Early Twentieth-Century America." *Journal of American History* 102, no. 1 (June 1, 2015): 34–46. <https://doi.org/10.1093/jahist/jav173>.

### Historiographical Essays:

To Be Determined: Students will definitely want to talk to me about the multiple historiographies of prohibition, the Klan, Immigration Restriction, and coercive state development and civil liberties before crafting an essay and report. There is a LOT going on in the 1920s!

Ngai, Mae M. "Immigration and Ethnic History." In *American History Now*, edited by Eric Foner, 358–75. Philadelphia: Temple University Press, 2011.

Goldberg, David J. "Rethinking the 1920s: Historians and Changing Perspectives." *OAH Magazine of History* 21, no. 3 (July 1, 2007): 7–10. <https://doi.org/10.1093/maghis/21.3.7>.



Couvares, Francis G., Martha Saxton, Gerald N. Grob, and George Athan Billias. "Immigration: American Assimilation or Transnational Race-Making?" In *Interpretations of American History, Volume 2: From Reconstruction: Patterns & Perspectives*, 8 edition. Boston, MA: Bedford/St. Martin's, 2008.

Barrett, James R., and David Roediger. "Inbetween Peoples: Race, Nationality and the 'New Immigrant' Working Class." *Journal of American Ethnic History* 16, no. 3 (1997): 3–44.

#### **Alternative Texts:**

Boyle, Kevin. *Arc of Justice: A Saga of Race, Civil Rights, and Murder in the Jazz Age*. New York, N.Y.: Henry Holt and Co., 2005.

Lerner, Michael A. *Dry Manhattan: Prohibition in New York City*. Cambridge, Mass.; London: Harvard University Press, 2008.

Ngai, Mae M. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton, N.J.: Princeton University Press, 2004.

Okrent, Daniel. *Last Call: The Rise and Fall of Prohibition*, 2010.

**On the carceral state:** Muhammad, Khalil Gibran. *The Condemnation of Blackness: Race, Crime, and the Making of Modern Urban America*. 1st THUS edition. Cambridge, Mass.: Harvard University Press, 2011.

#### **2/19: Race, Property, and Urban Segregation**

Connolly, N. D. B. *A World More Concrete: Real Estate and the Remaking of Jim Crow South Florida*. Reprint edition. University Of Chicago Press, 2016. EBOOK

#### **Historiography:**

Trotter, Joe W. "African Americans in the City: The Industrial Era, 1900-1950." *Journal of Urban History* 21, no. 4 (1995): 438.

Kusmer, Kenneth M. "African Americans in the City Since World War II: From the Industrial to the Postindustrial Era." In *The New African American Urban History*, edited by Kenneth W. Goings and Raymond A. Mohl, 320–68. Thousand Oaks: Sage, 1996.

#### **Recommended:**

Hirsch, Arnold R. *Making the Second Ghetto: Race and Housing in Chicago 1940-1960*. 59183rd edition. Chicago, Ill: The University of Chicago Press, 1998.

Satter, Beryl. *Family Properties: How the Struggle Over Race and Real Estate Transformed Chicago and Urban America*. New York: Picador, 2010.

Sugrue, Thomas J. *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*. Updated edition with a New Preface edition. Princeton: Princeton University Press, 2014.

Jackson, Kenneth T. *Crabgrass Frontier: The Suburbanization of the United States*. 1st edition. New York, NY: Oxford University Press, 1987.

Nightingale, Carl H. *Segregation: A Global History of Divided Cities*. Chicago ; London: University Of Chicago Press, 2012.

#### **2/26: The Achievements and Limits of the "New Deal Order" – Regional and Constitutional Structures and Social Policy in Depression and War**

Katznelson, *Fear Itself*

#### **Historiography:**

Couvares, Francis G., Martha Saxton, Gerald N. Grob, and George Athan Billias. "The New Deal: Revolution or Restoration?" In *Interpretations of American History, Volume 2: From Reconstruction: Patterns & Perspectives*, 8 edition. Boston, MA: Bedford/St. Martin's, 2008.

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- Kennedy, David M. *Freedom from Fear: The American People in Depression and War, 1929-1945*, 1999.
- Sánchez, George J. *Becoming Mexican American: Ethnicity, Culture, and Identity in Chicano Los Angeles, 1900-1945*. New York: Oxford University Press, 1995.
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- Cohen, Lizabeth. *Making a New Deal: Industrial Workers in Chicago, 1919-1939*. 2 edition. Cambridge University Press, 2014.
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**SPRING BREAK**

**3/12: Strategy, Tactics, Coalitions, Economic Justice and Leadership in the Long Black Freedom Movement**

Jackson, *From Civil Rights to Human Rights*

**Historiography:**

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- Goluboff, Risa L. *The Lost Promise of Civil Rights*. Cambridge, Mass.; London: Harvard University Press, 2010.
- Jr, James R. Ralph. *Northern Protest: Martin Luther King, Jr., Chicago, and the Civil Rights Movement*. 1st US Edition 1st Printing edition. Cambridge, Mass: Harvard University Press, 1993.
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- Dittmer, John. *Local People: The Struggle for Civil Rights in Mississippi*. First Edition edition. Urbana: University of Illinois Press, 1995.
- Honey, Michael K. *Going Down Jericho Road: The Memphis Strike, Martin Luther King's Last Campaign*. 1 edition. New York: W. W. Norton & Company, 2008.
- Payne, Charles M. *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle, With a New Preface*. 2nd edition. Berkeley: University of California Press, 2007.
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### 3/20: Cold War – War of Necessity?

Craig and Logevall. *America's Cold War: The Politics of Insecurity*

#### Historiography:

- Leffler, Melvyn P. "Cold War and Global Hegemony, 1945–1991." *OAH Magazine of History* 19, no. 2 (March 1, 2005): 65–72. <https://doi.org/10.1093/maghis/19.2.65>.
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- McMahon, Robert J. "Making Sense of American Foreign Policy during the Reagan Years." *Diplomatic History* 19, no. 2 (Spring 1995): 367.
- Walker, J Samuel. "Walker Post 45 Companion From the Atomic Age to the Anti Nuclear Age Nuclear Energy in Politics Diplomacy and Culture." In *A Companion to Post-1945 America*, 501–18. Malden, MA: Blackwell. Accessed October 18, 2016.

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- Eisenberg, Carolyn Woods. *Drawing the Line: The American Decision to Divide Germany, 1944-1949.* Cambridge [England]; New York: Cambridge University Press, 1996.
- Meyer, David S. *A Winter of Discontent: The Nuclear Freeze and American Politics.* New York: Praeger, 1990.
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### 4/4: Vietnam: Trauma, Memory, and Forgetting

Appy, *American Reckoning*

#### Historiography:

- See any of the essays in two collections contained in a folder linked in Drive. I also have a large Zotero bibliography. Ask me.
- Brigham, Robert K. "The War That Never Ends: Historians and the Vietnam War (Chapter 8) - America in the World." In *America in the World the Historiography of American Foreign Relations since 1941*, edited by Frank Costigliola. Cambridge University Press. Accessed December 20, 2017.
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- Herring, George C. "The Vietnam Syndrome." In *The Columbia History of the Vietnam War*, 409–30. Columbia University Press, 2011. <http://www.jstor.org/stable/10.7312/ande13480.20>.
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- Schulzinger, Robert D. "The Legacy of the Vietnam War." In *The Columbia History of the Vietnam War*, 385–408. Columbia University Press, 2011.
- Small, Melvin. "'Hey, Hey, LBJ!': AMERICAN DOMESTIC POLITICS AND THE VIETNAM WAR." In *The Columbia History of the Vietnam War*, 333–56. Columbia University Press, 2011.
- Herring, George C. "The Vietnam War, 1945–1975." In *The Routledge Handbook of American Military and Diplomatic History*. Routledge Handbooks Online, 2013.
- Wyatt, Clarence R. "The Media and the Vietnam War." In *The War That Never Ends*, edited by David L. Anderson and John Ernst. The University Press of Kentucky, 2014.

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- Appy, Christian G. *Working-Class War: American Combat Soldiers and Vietnam*, 1993.
- Pach, Chester J. "The War on Television: TV News, the Johnson Administration, and Vietnam." In *A Companion to the Vietnam War*, edited by rilyn B. Young and Robert Buzzanco, 450–69. Blackwell Publishing Company, 2006. <https://doi.org/10.1002/9780470997178.ch24>.
- Logevall, Fredrik. *Choosing War: The Lost Chance for Peace and the Escalation of War in Vietnam*. Berkeley: University of California Press, 1999.
- Nguyen, Lien-Hang T. *Hanoi's War: An International History of the War for Peace in Vietnam*. Reprint edition. Chapel Hill: The University of North Carolina Press, 2016.
- Small, Melvin. *Antiwarriors: The Vietnam War and the Battle for America's Hearts and Minds*. First Edition edition. Wilmington, Del: Rowman & Littlefield Publishers, 2002.

**4/9: Sexual Revolution, Feminism, Backlash, The Rise of the Right**

Self, *All in the Family: The Realignment of American Democracy Since the 1960s*.

**Historiography (ask me – a BIG topic you can only capture part of):**

- Spruill, Marjorie J. "Gender and America's Right Turn, Spruill.Pdf." In *Rightward Bound: Making America Conservative in the 1970s*, edited by Bruce J Schulman and Julian E Zelizer, 373. Cambridge, Mass.: Harvard University Press, 2008.
- Brinkley, Alan. "Conservatism as a Growing Field of Scholarship." *Journal of American History* 98, no. 3 (December 1, 2011): 748–51. <https://doi.org/10.1093/jahist/jar409>.
- Crespino, Joseph, and Julian E Zelizer. "Civil Rights and the Religious Right." In *Rightward Bound: Making America Conservative in the 1970s*. Cambridge, Mass.: Harvard University Press, 2008.
- Phillips-Fein, Kim. "Conservatism: A State of the Field." *Journal of American History* 98, no. 3 (December 1, 2011): 723–43. <https://doi.org/10.1093/jahist/jar430>.

**Recommended:**

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- Critchlow, Donald T. *The Conservative Ascendancy: How the GOP Right Made Political History*. Cambridge, Mass.: Harvard University Press, 2007.
- Dochuk, Darren. *From Bible Belt to Sunbelt: Plain-Folk Religion, Grassroots Politics, and the Rise of Evangelical Conservatism*. New York: W.W. Norton, 2011.
- Jenkins, Philip. *Decade of Nightmares: The End of the Sixties and the Making of Eighties America*. First Edition edition. New York: Oxford University Press, 2006.

- Kruse, Kevin M. *One Nation Under God: How Corporate America Invented Christian America*. Reprint edition. Basic Books, 2016.
- Phillips-Fein, Kim. *Invisible Hands: The Making of the Conservative Movement from the New Deal to Reagan*. New York: W.W. Norton & Company, 2009.
- Schulman, Bruce J, and Julian E Zelizer. *Rightward Bound: Making America Conservative in the 1970s*. Cambridge, Mass.: Harvard University Press, 2008.
- Stone, Geoffrey R. *Sex and the Constitution: Sex, Religion, and Law from America's Origins to the Twenty-First Century*. 1 edition. New York: Liveright, 2017.
- Zaretsky, Natasha. *No Direction Home: The American Family and the Fear of National Decline, 1968-1980*. Chapel Hill: University of North Carolina Press, 2007.

#### **4/16: Mass Incarceration: Debating the Roots**

Hinton, Elizabeth, *From the War on Poverty to the War on Crime*

Choose One:

- Thompson, Heather Ann. "Why Mass Incarceration Matters: Rethinking Crisis, Decline, and Transformation in Postwar American History." *Journal of American History* December (2010): 703-34.
- OR Lassiter, Matthew D. "Impossible Criminals: The Suburban Imperatives of America's War on Drugs." *Journal of American History* 102, no. 1 (June 1, 2015): 126-40. <https://doi.org/10.1093/jahist/jav243>.

#### **Historiography: Consult me for further.**

- Curtin, Mary Ellen. "State of the Art: The New Prison History." *Labor* 8, no. 3 (September 21, 2011 2011): 97-108.
- Gottschalk, Marie. "The Long Reach of the Carceral State: The Politics of Crime, Mass Imprisonment, and Penal Reform in the United States and Abroad." *Law & Social Inquiry* 34, no. 2 (Spring 2009): 439-72..

#### **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.
- Perkinson, Robert. *Texas Tough: The Rise of America's Prison Empire*. 1st ed. New York: Metropolitan Books, 2010.
- Kohler-Hausmann, Julilly. "Guns and Butter: The Welfare State, the Carceral State, and the Politics of Exclusion in the Postwar United States." *Journal of American History* 102, no. 1 (June 1, 2015): 87-99.
- Kohler-Hausmann, Julilly. "'THE ATTLA THE HUN LAW': NEW YORK'S ROCKEFELLER DRUG LAWS AND THE MAKING OF A PUNITIVE STATE." *Journal of Social History* 44, no. 1 (2010): 71-95.
- Kohler-Hausman, Julilly. *Getting Tough: Welfare and Imprisonment in 1970s America*, 2017. EBOOK.
- Murakawa, Naomi. *The First Civil Right: How Liberals Built Prison America*. 1 edition. Oxford ; New York: Oxford University Press, 2014.
- Forman, James. *Locking up Our Own: Crime and Punishment in Black America*. New York: Farrar, Straus and Giroux, 2017.

#### **4/23: The New Working Class and the Fraying of the Social Contract**

Simon, Bryant. *The Hamlet Fire: A Tragic Story of Cheap Food, Cheap Government, and Cheap Lives*.

#### **Historiography: Consult me—too lengthy and diffuse to list**

#### **Recommended:**

- Stein, Judith. *Running Steel, Running America: Race, Economic Policy and the Decline of Liberalism*. Chapel Hill: University of North Carolina Press, 1998.
- <http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=47573>.

- Stein, Judith. *Pivotal Decade: How the United States Traded Factories for Finance in the Seventies*. New Haven [Conn.: Yale University Press, 2010.
- Cowie, Jefferson. *Stayin' Alive: The 1970s and the Last Days of the Working Class*. New York: New Press, 2010.
- Desmond, Matthew. *Evicted: Poverty and Profit in the American City*, 2016.
- Packer, George. *The Unwinding: An Inner History of the New America*, 2013.
- McCartin, Joseph Anthony. *Collision Course: Ronald Reagan, the Air Traffic Controllers, and the Strike That Changed America*. New York: Oxford University Press, 2011.
- Jenkins, Philip, *Decade of Nightmares: The End of the Sixties and the Making of Eighties America by Jenkins, Philip Published by Oxford University Press, USA*. 59357th edition. Oxford University Press, USA, 1994.
- Lichtenstein, Nelson. *The Retail Revolution: How Wal-Mart Created a Brave New World of Business*. New York: Metropolitan Books, 2009.
- Schwartzman, Kathleen Crowley. *The chicken trail: following workers, migrants, and corporations across the Americas*, 2013.
- Gray, LaGuana. *We Just Keep Running the Line: Black Southern Women and the Poultry Processing Industry*. Baton Rouge: LSU Press, 2014. <http://public.eblib.com/choice/publicfullrecord.aspx?p=1689337>.
- Fink, Leon. *The Maya of Morganton: Work and Community in the Nuevo New South*. New edition edition. Chapel Hill, N.C: The University of North Carolina Press, 2003.
- See several of Simon's footnotes if you want to focus on the historiography of Americans' increasingly unhealthy fast food diet.**

#### **Honorable Mention OPTIONAL From Last Year**

##### **3/1: Immigration, Immigrants, Citizenship, and the State**

- Ngai, Mae M. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton, N.J.: Princeton University Press, 2004.
- Barrett, James R., and David Roediger. "Inbetween Peoples: Race, Nationality and the 'New Immigrant' Working Class." *Journal of American Ethnic History* 16, no. 3 (1997): 3-44.
- Couvares, Francis G., Martha Saxton, Gerald N. Grob, and George Athan Billias. "Immigration: American Assimilation or Transnational Race-Making?" In *Interpretations of American History, Volume 2: From Reconstruction: Patterns & Perspectives*, 8 edition. Boston, MA: Bedford/St. Martin's, 2008.
- King, Desmond S. *Making Americans: Immigration, Race, and the Origins of the Diverse Democracy*. Cambridge, Mass.: Harvard University Press, 2000.
- Okrent, Daniel. *Last Call: The Rise and Fall of Prohibition*, 2010.
- Meyer, Stephen. "ADAPTING THE IMMIGRANT TO THE LINE: AMERICANIZATION IN THE FORD FACTORY, 1914-1921." *Journal of Social History* 14, no. 1 (Fall 1980).