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Spring 2022
MHRA 2210
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History 702 02 (Spring 2022)
Graduate Colloquium in US History, 1865- Present

Being American is more than the pride we inherit. It is the past we step into, and how we repair it. . .
History has its eyes on us.

Amanda Gorman, 'The Hill We Climb'

Men make their own history, but they do not make it just as they please; they do not make it under circumstances chosen by themselves, but under circumstances directly found, given and transmitted from the past.

Karl Marx, *The Eighteenth Brumaire of Louis Bonaparte*

This course surveys and samples major developments in historical writing about U.S. political, social, cultural, intellectual, and environmental history since the Civil War.

In addition to a few historical syntheses, we will read focused monographs that clearly contribute to larger conversations and historiographies. I tilted the list toward titles I judged "field defining," and well written. I find the most exciting action in places where historians work with diverse sources and balance factors of culture and structure, power and agency, domination and popular resistance. I admire historians who flexibly combine analysis and narrative, qualitative and quantitative evidence. I like histories that bridge sub-disciplines, because life is not lived within separate categories of the social, the intellectual, the political, or the cultural.

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 evaluating the ways in which historians have posed and answered questions within more limited but still significant ranges: the struggle for black freedom; Constitutional change as it relates to social movements and policy; efforts to police rebellious marginal people; liberty and coercion in war and pandemic; the fateful "compromise" with Southern congressional power that defines the New Deal, the importance of women's activism and cultural conflicts over gender to the Great Society and rise of the New Right. Several works examine large changes in class and culture in small places: Colorado's coal fields; North Carolina's poultry industry; Greenwich Village and Northampton, Massachusetts. Biography can give us dimensions of lived experience that other genres miss. So I expect we will talk a lot about how individual lives are lived within and across large social and political changes, how individual experience can illuminate historical change, and vice versa.

Student Learning Outcomes:

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

1. Discuss the themes and significant reinterpretations of United States social, political, and cultural events and developments since 1865.
2. Analyze how historians revise narratives and explanations, in line with new evidence, new concerns of the day, new models, new integrated analysis of phenomena hitherto considered separately, revised frames of reference and context, and changing academic assumptions about who counts in history, and how to explain change.
3. Read and discuss secondary scholarly literature with multiple and clear purposes in mind
 - Identify main arguments and assess their persuasiveness.
 - Identify methods and specific sources of evidence.
 - Assess larger historiographic contributions.
 - Extract useful insights and vivid examples for teaching and public citizenship.

4. Define your principal areas of interest and your own "burning questions" in the field of post-1865 American history. Defining your own "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.
5. Give thoughtful oral presentations that communicate ideas effectively to a group.

Main Required Readings (Ebooks and On-line Sellers—Not Ordered through Barnes and Noble):

- Gerstle, Gary. *Liberty and Coercion: The Paradox of American Government from the Founding to the Present*. Princeton: Princeton University Press, 2015.
- 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.
- Grandin, Greg. *The End of the Myth: From the Frontier to the Border Wall in the Mind of America*. First edition. New York: Metropolitan Books, Henry Holt and Company, 2019.
- Andrews, Thomas G. *Killing for Coal : America's Deadliest Labor War*. Cambridge, Mass.: Harvard University Press, 2008.
- McGerr, Michael E. *A Fierce Discontent : The Rise and Fall of the Progressive Movement in America, 1870-1920*. New York: Free Press, 2003.
- Barry, John M. *The Great Influenza: The Epic Story of the Deadliest Plague in History*. New York : Viking, 2004.
- 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*. 1 edition. New York, NY: Liveright, 2014.
- Hall, Jacquelyn Dowd. *Sisters and Rebels: A Struggle for the Soul of America*. W. W. Norton & Company, 2020.
- Goluboff, Risa. *Vagrant Nation: Police Power, Constitutional Change, and the Making of the 1960s*. 1 edition. New York, NY: Oxford University Press, 2016.
- Orleck, Annelise. *Storming Caesars Palace: How Black Mothers Fought Their Own War on Poverty*. Annotated edition. Boston: Beacon Press, 2006.
- Self, Robert O. *All in the Family : The Realignment of American Democracy since the 1960s*. First edition. New York: Hill and Wang, 2012.
- Simon, Bryant. *The Hamlet Fire: A Tragic Story of Cheap Food, Cheap Government, and Cheap Lives*. New York: The New Press, 2017.
- Ebooks can be found on Library website, Internet Archive, or [here](#) [UNCG Account only]

Guidelines for Thorough Yet Strategic Reading: Alas, we forget most of what we read, but you must read it to remember anything! Actively following an argument and narrative, with attention to method and evidence, does train our minds in ways we will only know later. Especially if we take thoughtful analytical notes that will make sense to us later! You may consult book reviews and historiographical essays to help alert you to what you will want to evaluate in a work (but do not solely rely upon these partial reviews). Choosing what to record, copy, and cite is a long-term skill. **But you must begin with an understanding of the questions it asks, the outlines of its answer, or thesis, and its claims about historical change and historiography (i.e. its intended contribution). So .**

Preview and Strategically Read and Record: Use my question prompts posted in Canvas (these will vary in detail and timing, depending on my schedule and whether I have read the book before, so you should not *depend* on my questions covering everything). **How to read:** Pose questions in your own words after first **reading the Introduction and Conclusion**, skim the beginning and end of each chapter, do a *quick scan* of **key words** in topic sentences, and a *quick scan of footnotes and endnotes* that indicate sources and archival collections. Taking note of the largest **Index entries** also primes you to appreciate major characters and themes (and disregard minor characters). **Go find** those **fat** footnotes that often clearly state the author's assessment of their field and intended contribution. **Then read the text with varying degrees of attention to detail**, to line up references, identify personalities and episodes, and take notes that *answer* questions that you posed.

Research has shown that people remember facts, dates, personalities, and concepts that *matter* to questions they deem important. **So ask:** What are the main **concepts or theories** behind this narrative and explanation? How

much does this explanation rest upon **narrative**, and how much on qualitative or quantitative **analysis**? Are there thesis elements embedded in the narrative? What is the key interpretive storyline? Is it well supported with evidence? Is it based on a broad reading in secondary sources or deep inquiry into archival collections or oral history or popular culture? Is there something here you 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 you will want to write or quickly reference? Is there method, structure, or writing style you would want to imitate? What do the titles really mean? Who is *Killing for Coal* in Colorado? Who promotes *Liberty And Coercion* in the broad sweep of U.S. history? Where is the *Vagrant Nation* and what happened to it? Who brought it down, and what replaced it? How, where, when, and which African Americans build *A Nation under Our Feet*? And why? Why were Las Vegas mothers *Storming Caesar's Palace* and where did that lead?

Structure of our classes and conversations:

The core of this course is the time we spend in dialogue. In preparation and for the long haul, you 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. But a lot of the success (and fun) in this field is in the “in-betweens” of professional presentation and “schmoozing.” So obviously you should be thinking on several levels simultaneously as your professional identity takes shape. I will steer conversation to each of the following if the class does not fully explore these dimensions. Each represents a professional persona or “hat” you will wear.

1) The Educated Educator: Historical change, explanation, and content knowledge. How has this work added to your knowledge of this period and the fundamental questions of American history? Has it revealed relationships and phenomena hitherto missing or buried in other historical writing, or as important, in popular understanding and political debate? What research strategies, sources, analytical tools, or temporal or spatial re-framings made these revelations possible? How would you explain the book’s main take-away points to an undergraduate who is more interested in history than historiography? How does the work periodize or characterize or “rename” an era? Does it identify **causal** connections, **changes**, **continuities**, consequential **agency**, or stubborn **structures** resistant to change? Does it clarify the scope of human choice or identify “suppressed historical alternatives” to choices historical actors made? What in this work is especially “teachable,” in terms of how it uses primary sources to address big issues you might frame in a course you are teaching? Where do the most valuable footnotes lead you?

2) The Professional Colleague: Historiography. How does the work, and the “ongoing conversation” in which it is embedded, demonstrate how historical writing and interpretation has changed in response to *new evidence, new questions, and new frames of reference*? What intervention does it make? (*I remember how hard this was as a graduate student who did not know much about the field into which my reading was intervening. But you do have some exposure to this history, both academic and embedded in the “cultural curriculum.” And numerous historiographical reviews and book reviews allow you to situate scholarship in the larger ongoing conversations among historians and between historians and the citizenry.*) Does this work offer a more appreciative or critical interpretation of a familiar movement or event? Does it foreground certain people as crucial agents of change: Congress more than the President; workers more than capitalists; Black mothers more than policy elites? How does it illuminate a neglected arena of public life, by examining people who earlier scholars did not think really mattered? How does it reveal something vital to human experience, by linking disparate phenomena – coal mine environments and labor wars; the right of protest and the right to date someone of a different color?

Because some 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 a thesis in how the narrative is structured. And you can show whose voices are given consequence and approval, in **footnotes**, related **articles**, or **book reviews**. **ASK me for the best historiographical reviews. Or explore the Google Folder “Historio/Comps” or my Zotero Group “Historiography UNCG” (you must be invited). See the 702 comps list I compile on an ongoing basis.**

3) The Practicing Scholar: Genre, Method and Models for Doing History. Are there methods which are particularly useful to you: basic **concepts**, approaches to sources, ways of taking historical perspectives and explaining historical change, structures of narrative and theme, organizing schema? Are there implications for non-specialists, citizens, activists, policy people, nonfiction lovers and writers? Has the author made trade-offs in attempts to reach different audiences (oversimplifying, obscuring historiography, exercising confirmation bias)? What is gained, and lost, by structuring inquiries around sweeping changes, biographies, micro-histories, epochal events, shifting political coalitions, or legal and constitutional decisions?

4) The Citizen: Implications for Current Choices. How does this work reflect today's concerns? What impact is it intended to have on contemporary understandings of ongoing issues?

If you have insights into any of these and I fail to explore them, please take it upon yourself to pose a question to the group!

IN SUM: Structure your posts and remarks around these questions: 1. **Thesis: What are the interpretive take-aways and the evidentiary basis? What is teachable?** 2. **Historiography: How has the work changed or expanded the conversation? What is innovative?** 3. **Practice: What is worthy of emulation, methodologically or discursively?** 4. **Implication: Why should this matter to citizens?**

Guidelines for Thinking and Talking:

Please critically appreciate a work before zeroing in its shortcomings or the things we wish it had done but didn't. Engage each other. Openly disagree without being disagreeable; concur without parroting; **add or elaborate on significant evidence or insight.** This is what most responders and reviewers of my courses have identified was the greatest value in colloquia.

To enhance mutual attentiveness and engagement: If you find viewpoints described by historians to be abhorrent, do not abandon your values, but try to take historical perspective. **The uncertain future of historical actors is our own imperfectly knowable past.** Although we do not have direct access to their experience, our historical understanding potentially encompasses deeper and wider knowledge of human behavior, enjoys benefits of hindsight, profits from understanding patterns of cause and effect, all of these being insights that past actors did not have. Appreciate that outcomes were never inevitable, and that a range of choices were always considered and debated within any situation. Every consequential moment had "suppressed historical alternatives." There is always a scope of human choice.

Graded Requirements:

- I. Class Participation: Face to Face and Weekly Discussion Posts, 50%.**
- II. Historiographical Review and Comparative Analysis I. 10%: 5 pp. and 10-15 minutes.**
- III. Historiographical Review and Comparative Analysis II. 10%: 5 pp. and 10-15 minutes.**
- IV. The Scholar in Full. 4% Once before the Break.**
- V. The Scholar in Full. 4% Once after the Break.**
- VI. Final Essay, Pulling Together Interpretations and Evidence Along the Arc of a Defined Theme, 22%**

I. Class Participation: Face to Face, and Discussion Threads, 50%. Your highest scoring 10 will count for the final grade. The score will reflect your verbal contributions as well as the thoughtfulness of your written posts and responses. There are two parts:

A. FACE TO FACE Discussion: Everybody is required to verbally contribute, no exceptions. Aspire to meet these criteria:

1. Stay **pertinent** to the analytical question before the class. Don't change the subject unless invited to do so. If you change the subject, relate it to what has just been articulated.
2. Back up analysis with **concrete evidence** and examples. What is the *best* example? Reference actual people, places, dates, quotes, and consider the sources for this evidence.

3. **Quality and focus of reflection** rules the roost, **rather than quantity** of talk.
4. **Respond** to other people's points and show you are carefully listening.
5. Balance criticism with **critical appreciation**. Sharp critiques should be relegated to the last hour of class. What you wish the author had done is less important than what the author achieves, unless there are glaring omissions or biases.
6. **Respectful disagreement is encouraged, as is concurrence**. Concur with another supportive example. Disagree respectfully with evidence, after acknowledging and clarifying the counterargument you are contesting. "Aren't we missing something important here?"

B. CANVAS Written Discussion Threads -- At Least 200 words BEFORE class, and follow up with up to 100 words:

BEFORE: Post something at least 30 minutes before class so people can look and so I can anticipate. Do not exhaustively recapitulate the reading. Do not offer pithy commentary on a narrow topic, or extraneous anecdotes unrelated to the reading. *Pick up a theme, a major thesis point, and trace it across chapters, giving the most pertinent examples.* Remember: **What are take-away points? What is innovative? What is worthy of emulation, methodologically or discursively? What is teachable? Why should this matter to citizens?** I'll give feedback later. **These will constitute your notes and reflections for future use. So, make sure your future self will understand what you are talking about!**

AFTER: You will have 24 hours to follow up in one of various ways (class may break early to allow you to do this, or you may do it in the 10 minute break in class):

1. As a "Reply" to your own post, remind us (me) of the two most important points you made in class that are not contained in your initial post (one sentence max). Or clarify and make more concrete or accurate a point.
2. As a "Reply" to another student's post, concur with your peer and supply supportive evidence or inferences and connections to other points raised by our authors or vital to contemporary issues. Or differ, offering evidence or inferences that connect a point with other insights or contemporary issues.
3. Anywhere in the thread, raise a question that the class did not raise, or reply to such a question.

II. III. Historiographical Reviews and Comparative Analysis. 10% Two Times for 20%: 5 pp. and 10 minutes each. (I will ask you to conclude at 9 minutes and cut you off at 11 minutes).

Signups in Google Docs are coming – one student per class. Read at least one historiographical article and the equivalent of several chapters or articles from one to two or at very most three additional authors. *The point of this exercise is to compare our author to one or a few others on common questions and interpretive challenges.* Appreciating specific works of scholarship AND historiography can be a daunting challenge. But considering each will vastly enrich the other. You will clarify the changing historiography and use it to identify exemplary scholarship. **Please don't overdo this with exhaustive recitation of authors.** But mostly you will compare our common reading to at least one other significant work of scholarship.

Discuss with me at least a week before, regarding scope, framing questions, selection of work to compare. Read at least one other historiographical essay than what may be assigned for that day, so that you may identify trends and schools of thought and **candidates for your comparison**. Do not give a drawn-out account of the many historians or developments in the field. **Rather, reference key concepts provided in this historiographical review to employ in a specific comparative analysis of the scholar we are reading, and one (or two, at most three) other(s).** Choose selective chapters from one of the books listed in the supplemental bibliographies, or 2-3 scholarly articles. Better to be incisive and focused than a mile wide and an inch deep, but you want to show how extra work relates to what we are talking about. **Examples:** not *all* Reconstruction but Reconstruction state governments, or Reconstruction memory among African Americans, or differing assessments of the Freedmen's Bureau offered by Eric Foner and Leon Litwak. Not all labor history but the history of interracial unionism in coal mining, as explored by Daniel Letwin and Herbert Gutman. Not all of the New Deal but the historiography of gender or race and the welfare state in that era, or the debate around Jefferson Cowie's thesis of "the great exception." Not all War on Poverty history but the history of women in antipoverty agencies in Las Vegas, Memphis, and Philadelphia. See Suggestions in the larger evolving 702 bibliography beyond what you may see in this syllabus.

1. Present how this extra work compares or complements or contrasts with what we are reading. You have to have read the book at least 5 days in advance. Book reviews are okay to consult, provided you specifically attend to how scholars use evidence to build arguments in the actual book. You may reference points and arguments in the main reading, but the main idea is to add value by **sharing complementary or contesting scholarship**.

2. Briefly Comment on how this comparison fits in the overall evolving conversation, the historiography, of a topic or problem.

There are many ebooks in "Historio/Comps" and most academic press books are also in the Jackson Library. See my massive 702 bibliography.

NB: This is not like other assignments you may have encountered in courses, where you just do a book report and follow a script detailing the author, critical reception, favorable or unfavorable. It is rather substantive, comparative, and contextual in the field.

IV. V. Presentation: The Scholar in Full. 7 Minutes Max and a one-page hand out for the class. 5% x 2 = 10%.

Take this opportunity to introduce the scholar, their other work, who trained them, and how this work that we are reading was critically received. **Be selective.** What in their background helps us understand their interpretation and intervention? How have others praised or found fault? Focus **only** on the valid critiques (two or three). In the two classes that you choose, you are expected to help drive and direct conversation more than others.

IV. Final Synthetic essay. 25%. 12-15 pp. Due the hour of the final exam but reflecting your cumulative periodic notes in a focused Google Doc you share with me. Take a significant **thread** of inquiry and trace a problem of interpreting American history over the course, drawing insights from **no fewer than half the works** that we have read. **Select one of the following or propose your own.** The Google Doc allows me to see and comment or contribute to your collection of interpretive generalizations and examples. (George Fredrickson once shared with me that he uses about 10% of what he researches and notes. Obviously if you take good notes on this you will use more.)

The final exam is thematic, not explicitly historiographical. Events, personalities, and interpretive concepts, not historians will be the subjects of your sentences (and you will credit authors in endnotes and no more than once by name). Synthesize insights about particular events and actors across the books we have read. Follow common themes and questions that impinge upon your teaching and citizenship. Repeat: The final essay is not an historiographical essay that charts developments in the field or recapitulates arguments that our separate authors have made. It will reflect *your interpretation of recurrent questions* in a way that might help structure an undergraduate course or an interpretive essay such as you might find in *The New Yorker, the Atlantic, or New York Review of Books*. Your sentences will not begin "Jackson argues effectively . . ." Rather, "Jane Addams changed the terms of cross-class relations and inter-ethnic coalitions even as she created new public roles for middle-class women, but never thoroughly transcended her whiteness."

Suggested Final Themes (Under Construction and Revision from Past Classes):

Power and Freedom (Negative Freedom and Positive Freedom, or Individual Rights and Social Democracy).

Many of our conflicts and contests find expression within a language of freedom. Much of American history has been defined by conflicted and cooperative relationships between those who exercise of governing power on the one hand, and the social and economic conditions of freedom on the other. Americans have defined freedom very differently, depending on their positions within the polity, economy, and society. Consider: Freedom as a limit on governments' coercive powers. Freedom as an insurgent claim among those denied equal freedom. Freedom as an entitlement to social and economic conditions conducive to free development of individuals and communities. Freedom as an inherited right of "true Americans," freedom as a natural human right of all peoples. Write an essay that captures the essential ways in which Americans have materially and ideologically struggled with each other using the terms of the nation's founding ideals.

Power and Governance, Federal, State, and Local. How and when have different people, in dominant or subordinate, enfranchised or disenfranchised positions looked to government for protection and security, opportunities and entitlements. When has the federal government – Courts, Congress, The President – aligned itself with certain groups against state and local power, or concentrated economic power?

Gender and Sexuality. Differing and changing sexual divisions of labor are reflected often in gender ideologies that prescribe and proscribe sex roles and practices for everybody. Women and sexual minorities have often contested traditional roles and defined new possibilities for themselves, with profound ramifications on American politics and culture. Reform and reaction is often justified in terms of ideas of "natural" masculinity and femininity. Discuss how gender divisions, sexual inequalities, sexual transgressions, and conflicting ideologies of gender have shaped larger political contests at moments when they have been felt most intensely. In other words: how have defenses of, and challenges against, gender roles and sexual norms been integral to larger conflicts in American history?

Contests over Space and Resources (Or Class and Political Economy). Different Americans have pursued opportunities, freedoms, and security for themselves, their families, and communities through control of public space, resources, or the conditions of labor. How have conflicts over the control of space, resources, and labor changed the terms of American politics and public life? Another way to look at it: Conflicts over basic American rights and material resources often have played out in contested public space. And who controls public space has often defined the scope and limits of freedom and opportunity. This need not only be about class or labor, since both are lived *through* gender, race, cultural or sexual identity.

Race, Inclusion, Exclusion, American National Identity. Contests for power and respect have often taken the shape of contending racial and ethnic identities as they relate to American citizenship. Self-identified racial groups have often sought equal freedom separately or in coalition. They couched their struggles in terms of autonomy, being left alone, or inclusion, full participation in shared national life. Class conflicts have often been expressed through shifting racial-ethnic affinities and identities. People have sought class solidarity across racial divides. They have sought racial solidarity across class divisions of class and culture and place. Gender norms and identities have intersected and informed these efforts. Fears and stigmas of the racial "other" have often defined solidarities within classes that encompass different ethnic alliances. Explain how racial exclusion or segregation has shaped racial identity, congregation, and political assertion.

A Pretty Good Democracy If You Can Keep It. . . . Identify the core principles of democracy and the degree to which they might be in tension with each other. In what cases has liberal democracy, majority rule, divided government, minority rights, liberty, equality, been furthered or held back by those holding up partial visions of the Republic and the core identities and institutions needed to preserve it? When has democracy advanced? Has social democracy extended and deepened the possibilities of liberal democracy? Conservatives are fond of quoting William F. Buckley, to the effect that political liberty has only flourished when economic liberty is held up as the prime value. When has this been true, and when perhaps, not?

The Individual in History, or Collective Agency from the Vantage of Actual Lives. In this case you may focus more on authors but not to the exclusion of individuals and historical contexts. I am reflecting upon the Karl Marx quote at the top: "Men make their own history, but they do not make it just as they please; they do not make it under circumstances chosen by themselves, but under circumstances directly found, given and transmitted from the past." You might talk about the impact that outsized leaders have had on the course of history, Franklin Roosevelt, and the like. But I am more interested in how ordinary people have acted in history with an understanding of their place in the flow of time. Sometimes people embrace new identities and identifications, rejecting heritage and affiliations that stifle their sense of a true or humanity, embracing a sense of new possibilities to act as individuals or in concert with others. Frequently they have adopted the imperative of overcoming inherited hierarchies or oppressions. But sometimes their efforts replicate exclusions and hierarchies in aspects of life not central to these identities. How have some of our authors helped us understand how history is lived in

particular lives, and how individuals, usually in concert with others, have strived to overcome or lighten the weight of the past? How can we see large trends in history shaping and constraining the possibility of individual lives?

Holistic Understandings of the Past, As Discovered by Historians and Historical Actors. I kept on posing this question, about connections that certain authors draw between phenomena or areas of life that are often treated and little historiographical boxes: labor, environmental, social, cultural, political, local, national. Try to think about connections and try to think comparatively regarding possibilities for your own work. As in "I will never again think about X without also considering Y." Again you can mention authors, but I'd like to read about how historical actors had to cope with these connections. How did they come to understand, for example, the connection between racial oppression and gender hierarchy, and what did they do about it? How did depth experience in one context and one issue lead people to confront deeper issues, such as Louisville policing and vagrancy, or Las Vegas child health and hunger?

Resources:

Aside from Jackson Library's many subscriptions and search engines, you may request my access to HathiTrust.org through the Library of Congress. Just ask for the downloaded HathiTrust book. Also, check two places for a rich array of readings: My Google Docs Folder titled "[Historio/Comps](#)" to which Canvas gives you access for the semester; and a Zotero Group titled "Historiography UNCG" that several graduate students have helped me to build. (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

(See Canvas for any additional assigned readings)

And a separate document "[702 Bibliography Long](#)" for historiographical options)

1/13: Introductions

What is your favorite historical study and why? What questions about past and present have motivated you the most? Can you point to a moment in time when you most intensively felt the weight and consequence of the past, and thereby developed a burning need to explain it? We may collaborate on a Google Document that lays out the essential research questions to an explanation of our current historical juncture.

1/20: Overview: State and Society – Federalism and Equal Rights (Always Check Canvas for Questions and Supplemental Readings)

Gerstle, Gary. *Liberty and Coercion: The Paradox of American Government from the Founding to the Present*. Princeton: Princeton University Press, 2015.

1/27: Emancipation, Reconstruction, Jim Crow -- Black Agency and Grass Roots Organizing

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.

2/3: Empires and Violence, Frontiers and Border Walls

Grandin, Greg. *The End of the Myth: From the Frontier to the Border Wall in the Mind of America*. Metropolitan Books, 2019.

Lawson, Melinda. "Making It Fit:: The Federal Government, Liberal Individualism, and the American West." In *Contested Democracy*, 141–63. *Freedom, Race, and Power in American History*. Columbia University Press, 2007. <http://www.jstor.org/stable/10.7312/sinh14110.11>.

2/10: Class Solidarity and Cultural Diversity in the Gilded Age and Progressive Era

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

Huyssen, 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.

2/17: Progressives and Progressivism

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

2/24: Pandemic and Political Culture in the Great War -- Militarism, Public Health, and the Price of Official Lies

Barry, John M. *The Great Influenza: The Epic Story of the Deadliest Plague in History*. New York : Viking, 2004.

3/3: Social Control and Popular Resistance in an Age of Prohibition and Immigration Restriction

McGirr, Lisa. *The War on Alcohol: Prohibition and the Rise of the American State*. New York: W. W. Norton & Company, 2015.

3/10: Spring Break—No Class

3/17: New Deal, War, and the Cages of Liberal Democracy

Katznelson, Ira. *Fear Itself: The New Deal and the Origins of Our Time*. 1 edition. New York, NY: Liveright, 2014.

3/24: Triumph and Tragedy of the American Left from Depression to Cold War – Gender, The South, Radicalism

Hall, Jacquelyn Dowd. *Sisters and Rebels: A Struggle for the Soul of America*. W. W. Norton & Company, 2020.

3/31: The "Sixties" Rights Revolution – People Out of Place and the Constitution

Goluboff, Risa. *Vagrant Nation: Police Power, Constitutional Change, and the Making of the 1960s*. 1 edition. New York, NY: Oxford University Press, 2016.

4/7: The "Sixties" Rights Revolution – From Civil Rights to Economic Justice

Orleck, Annelise. *Storming Caesars Palace: How Black Mothers Fought Their Own War on Poverty*. Annotated edition. Boston: Beacon Press, 2006.

4/14: Gender, Sex, and the New Right

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4/21: Home to Carolina – Neoliberalism as Lived and Eaten

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Tues May 3 Final Due