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MHRA 1213
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History 702 01 (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. Observing a high proportion of public history students, I included some new titles in cultural history. 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; the fateful "compromise" with Southern congressional power that defines the New Deal; the chronologically varying but ever potent politics of fear and xenophobia; 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: Detroit's bungalow belt; Colorado's coal fields; North Carolina's poultry industry; Wounded Knee, South Dakota. 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. Each week lists a book, and a set of optional but encouraged historiographical essays to help ground the discussion in larger conversations.

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 (Available for purchase at the bookstore, online, and many are free Ebooks):

- 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.
- Blight, David W. *Race and Reunion: The Civil War in American Memory*. Cambridge, Mass.: Belknap Press of Harvard University Press, 2001.
- Warren, Louis S. *God's Red Son: The Ghost Dance Religion and the Making of Modern America*. New York: Basic Books, 2017.
- Andrews, Thomas G. *Killing for Coal : America's Deadliest Labor War*. Cambridge, Mass.: Harvard University Press, 2008.
- Lears, T. J. Jackson. *Rebirth of a Nation: The Making of Modern America, 1877-1920*. New York: HarperCollins, 2009.
- Capozzola, Christopher. *Uncle Sam Wants You: World War I and the Making of the Modern American Citizen*. 1 edition. New York; Oxford: Oxford University Press, 2010.
- Boyle, Kevin. *Arc of Justice: A Saga of Race, Civil Rights, and Murder in the Jazz Age*. Holt, 2005.
- Katznelson, Ira. *Fear Itself: The New Deal and the Origins of Our Time*. 1 edition. New York, NY: Liveright, 2014.
- Lee, Erika. *America for Americans: A History of Xenophobia in the United States*. Illustrated edition. New York: Basic Books, 2019.
- Goluboff, Risa. *Vagrant Nation: Police Power, Constitutional Change, and the Making of the 1960s*. 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.
- Jenkins, Philip. *Decade of Nightmares: The End of the Sixties and the Making of Eighties America*. New York: Oxford University Press, 2006
- 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? Where was the *Vagrant Nation*? Who brought it down, and what replaced it? Why were Las Vegas mothers *Storming Caesar's Palace* and where did that get them?

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? Can it potentially reshape 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 key 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?¹ 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.**

¹ 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. Usually a scholar will tell you in plain English how they want the field to change to reflect their insights.

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? 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? Are there implications for non-specialists, citizens, activists, policy people, nonfiction lovers and writers?

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 and Evidence:** 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 of the U.S. or World?

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 past actors' 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. We enjoy benefits of hindsight, we profit from understanding patterns of cause and effect, we arrive at insights that past actors did not have. Appreciate that outcomes were never inevitable, and that a range of choices were always considered, imagined, or debated within any situation. Every consequential moment had "suppressed historical alternatives." Even the most constraining oppressive situations contain 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. 12.5%: 5 pp. and 10-15 minutes.**
- III. **Historiographical Review and Comparative Analysis II. 12.5%: 5 pp. and 10-15 minutes.**
- VI. **Final Essay, Pulling Together Interpretations and Evidence Along the Arc of a Defined Theme, 12-15 pp. 25%**

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

A. FACE TO FACE Discussion: Everybody is required to verbally contribute, no exceptions.

1. Stay **pertinent** to the question before the class. Don't change the subject too quickly. If you change the subject, draw a connection 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. Footnotes can be fun. With digitization it has become vastly easier to track down sources.
3. **Quality and focus of reflection** rules the roost, **rather than quantity** of talk. But don't hold back!
4. **Respond** to other people's points and demonstrate you are carefully listening.

5. Balance criticism with **critical appreciation**. I think the sharpest critiques should be relegated to the last hour of class. What we 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 clearly, citing reasons and evidence, perhaps after acknowledging and clarifying the counterargument you are contesting. "Aren't we missing something important here?"

B. CANVAS Written Discussion Threads – 300-500 words BEFORE class, and follow up with questions or comments not covered in class:

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 summary commentary on a narrow topic, or extraneous anecdotes unrelated to the reading. *Pick up a theme, a major thesis point, and trace it across at least a few chapters, giving the most pertinent examples.* Remember: **What are take-away points? What is innovative? What is worthy of emulation, methodologically or discursively? How does the argument relate to the sources? What is the strongest evidence for that point? Is there a discernible "intervention" or historiographical contribution the author is making? 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!**

II. III. Historiographical Reviews and Comparative Analysis. 12.5% Two Times for 25%: 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. I will help a week in advance, after class if you can meet then, to discuss sub-topics and authors. Read at least one historiographical article and the equivalent of two to three 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 two or three 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. Block out your time. It will happen twice this semester, once before the break, once after. Try to 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. Be concrete. Who did this extra reading bring to life, in what theoretical or explanatory context?

[Here](#) in this bibliography is my own evolving list of distinguished work in this field, from which students develop focus for their comprehensives. **Discuss with me at least a week before, regarding scope, framing questions, selection of work to compare.** Read historiography to 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. 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. Don't summarize the book we all read. Keep it manageable. **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 Memphis and Philadelphia (and maybe rural Mississippi). 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. 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). 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.” (Then you can footnote Kit Sklar for that trenchant insight).

Suggested Final Themes (Under Revision from Past Classes—Look for it in Canvas SOON, so maybe you can work through the course with your burning question in mind.:

Resources:

Aside from Jackson Library’s many subscriptions and search engines, you may request my access to HaithiTrust.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. Unexcused absence will have an adverse effect on your participation and overall 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. You may skip one day in which you may come to class without having read or written anything.

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

Each week lists a major book that will occupy most of the discussion. Each week also references at least one historiographical essay that helps situate the reading in a broader conversation. These are encouraged but not mandatory. After the day's historiographer speaks, we will spend a brief period discussing that larger field (that usually happens halfway through, after a break). Those essays should be skimmed and read in the spirit of "predatory reading," plunging in quickly and coming out with intellectual food. Each class I will deliver a mini-lecture on the historiography. Understand that knowledge of the broader field is the work of many years.

1/11: 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?

1/18: Expansion and the Limits of the White Republic

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>.

1/25: Emancipation and Civil War Memory

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

Adam Rothman, "Slavery, The Civil War, and Reconstruction," in *American History Now*, ed. Eric Foner (Philadelphia: Temple University Press, 2011), 75–95;

Elliott West, "Reconstructing Race," in *Interpretations of American History, Volume 2: From Reconstruction: Patterns & Perspectives*, ed. Francis G. Couvares, 8 edition (Boston, MA: Bedford/St. Martin's, 2008).

Couvares, Francis G., Martha Saxton, Gerald N. Grob, and George Athan Billias. "The Reconstruction Era: How Large Its Scope?" In *Interpretations of American History Volume 2*, edited by Francis G. Couvares, 25–40. Boston: Bedford St. Martin's, 2009.

2/1: "We're Still Here": American Indians in Industrial America

Warren, Louis S. *God's Red Son: The Ghost Dance Religion and the Making of Modern America*. New York: Basic Books, 2017.

Blackhawk, Ned. "[American Indians and the Study of U.S. History](#)." In *American History Now*, edited by Eric Foner, 366–99. Philadelphia: Temple University Press, 2011.

2/8: 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. OR

Eric Arnesen, "Up from Exclusion: Black and White Workers, Race, and the State of Labor History," *Reviews in American History* 26, no. 1 (1998): 146–74.

2/15: Progressives and Progressivism

Lears, T. J. Jackson. *Rebirth of a Nation: The Making of Modern America, 1877-1920*. New York: HarperCollins, 2009.
 Robert D. Johnston, "The Possibilities of Politics: Democracy in America, 1877 To 1917," in *American History Now*, ed. Eric Foner (Philadelphia: Temple University Press, 2011), 96–124.

2/22: World War I and American Citizenship

Capozzola, Christopher. *Uncle Sam Wants You: World War I and the Making of the Modern American Citizen*. 1 edition. New York; Oxford: Oxford University Press, 2010.

Gerstle, Gary. "Liberty, Coercion, and the Making of Americans." *The Journal of American History* 84, no. 2 (1997): 524–58. <https://doi.org/10.2307/2952569>.

3/1: Race, Class, and Culture in the Roaring Twenties

Boyle, Kevin. *Arc of Justice: A Saga of Race, Civil Rights, and Murder in the Jazz Age*. Holt, 2005.

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

3/8: Spring Break—No Class**3/15: 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.

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.

3/22: Rise of the National Security State: World War II to Cold War

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

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

3/29: Race and Nation in Immigration History

Lee, Erika. *America for Americans: A History of Xenophobia in the United States*. Illustrated edition. New York: Basic Books, 2019.

Mae M. Ngai, "Immigration and Ethnic History," in *American History Now*, ed. Eric Foner (Philadelphia: Temple University Press, 2011), 358–75; Francis G. Couvares et al., "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).

4/5: 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.

Dudziak, Mary L. "The Politics of 'The Least Dangerous Branch': The Court, the Constitution, and Constitutional Politics Since 1945." In *A Companion to Post-1945 America*, edited by Jean-Christophe Agnew and Roy Rosenzweig, 385–405. Blackwell Publishing Ltd, 2006. <https://doi.org/10.1002/9780470996201.ch20>.

Jackson, Thomas F. "The State, the Movement, and the Urban Poor: The War on Poverty and Political Mobilization in the 1960s." In *The "Underclass" Debate: Views from History*, edited by Michael B. Katz, 403–39. Princeton: Princeton University Press, 1993.

4/12: The "Sixties" Rights Revolution –Civil Rights, Economic Justice, Welfare Rights, Women's Praxis
Orleck, Annelise. *Storming Caesars Palace: How Black Mothers Fought Their Own War on Poverty*. Annotated edition. Boston: Beacon Press, 2006.

MacLean, Nancy. "Postwar Women's History: The 'Second Wave' or the End of the Family Wage?" In *A Companion to Post-1945 America*, edited by Jean-Christophe Agnew and Roy Rosenzweig, 235–59. Blackwell Publishing Ltd, 2006. <https://doi.org/10.1002/9780470996201.ch13>.

Couvares, Francis G., Martha Saxton, Gerald N. Grob, and George Athan Billias. "Second Wave Feminism: How Inclusive?" In *Interpretations of American History, Volume 2: From Reconstruction: Patterns & Perspectives*, 8 edition. Boston, MA: Bedford/St. Martin's, 2008.

Papers: Any combo from: Annelise Orleck and Lisa Gayle Hazirjian, eds., *The War on Poverty : A New Grassroots History, 1964-1980* (Athens: University of Georgia Press, 2011).

4/19: The Conservative Surge in the 1970s and 1980s

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

Also Read: Wittner, Lawrence S. *Confronting the Bomb : A Short History of the World Nuclear Disarmament Movement*. Stanford, Calif. : Stanford University Press, 2009.

<http://archive.org/details/confrontingbombs0000witt>. Chapters 7-8, 141-192. Did Reagan win the Cold War?
OR

Cortright, David. "Banning the Bomb, Ch. 7." In *Peace: A History of Movements and Ideas*, 126–54. Cambridge, UK ; New York: Cambridge University Press, 2008.

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

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

Simon, Bryant. *The Hamlet Fire: A Tragic Story of Cheap Food, Cheap Government, and Cheap Lives*. New York: The New Press, 2017.

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Final Synthetic Essay is Due May 3 at 6:30 P.M., the end of the exam period.