

**History 702 (Spring 2005)  
Graduate Colloquium in US History, 1865- Present**

This is an introduction to ongoing conversations among historians about U.S. politics, culture and society since the Civil War. Overlapping terrain among these fields is where I find the most exciting action, where historians work with diverse sources and balance culture and structure, power and agency, analysis and narrative, and qualitative and quantitative research.

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. Ask yourself:

1) Do I have a good general knowledge of the historical canvas we are covering? If not, read one of the textbooks listed or others of the synthetic works. Could you explain to an undergraduate how the 15<sup>th</sup> amendment was subverted, why passing it angered so many women, why the U.S. entered World War I and why its aftermath engendered a Red Scare, where the KKK and the CIO had their social bases, what the Civil Rights Act of 1964 and the Hart-Celler Immigration Act of 1965 achieved?

2) How good am I at situating a book or article in its larger historiographical context, the historical “commons” where you find criticism, support and guidance. Use historiographical reviews, book reviews, and recent attempts at scholarly synthesis to get a sense of these “ongoing conversations.” Authors often tell you what they are contributing, who they are taking to task, who they consider kindred spirits in their fields (those footnotes tell their own stories). Ask me HOW to read most efficiently, without sacrificing enjoyment. At your best, you should be able to spend an hour with a book or article, figure out its structure, scope, main ideas and principal sources (and maybe get something useful for a lecture or one of your own footnotes). Of course, all of the books I have chosen deserve more time, because for me they are models of a certain method or sub-field at its best. With time, your ability to *locate* someone’s work in the ongoing conversation will improve. Sometimes books start their own conversations. There is no way to “master the historiography” in this vast and fragmented field! But you should be aware of the ongoing conversations and select those sub-fields that you might want to join as an active participant.

3) A sense of the wider historiography should support, not detract from the *history* and human beings that shine through the best monographs and articles. Certain books deserve to be read *deeply*, with attention to their methods, writing styles, and skills at balancing interpretation, evidence and narrative. Is this a model for your own work? How do authors establish a narrative structure and style? How did they mine and then transform their “data” into metal or fuel? How do they relate the evidence they have found to the set of tools historians have developed or borrowed from other disciplines (including concepts like race, class, gender, nationality, identity, culture, subculture, structure, hegemony, social democracy, ideology, domesticity, consensus, conflict, civic space, kin, community, neighborhood, “memory,” agency, “public culture,” masculinity, “therapeutic anti-modernism” [!], celebrity, radicalism, pluralism, liberalism, “technological fanaticism,” conservatism, populism, imperialism and progressivism)?

**Hint:** You 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. Consult the reviews and historiographic essays to help clue you into what might be important to evaluate in a work. Choosing what to record, copy, or cite is a skill learned over years. Research has shown that people remember facts, dates, personalities and concepts that *matter* to larger questions and issues that *matter* to them. One good reality test is to ask yourself: Is there something here I would want to put in a lecture? If this person or someone in her field were interviewing me for a job, what could I say about this work that would make them think that I am smart and they are smart too? Is there a note or a quote here that might end up in something I would want to write?

**Recommendation:** If you plan on being an academic historian for a while, purchase the software “ENDNOTE” which allows you to keep huge bibliographies, categorize them, and put your own annotations in a notes field. You can also quickly download new book citations from other libraries. This is how I did this syllabus in not much time really.

**Contacting Me:**

**Preference: After class, or 10 minutes before class, or**

**Office hours: T, 1:30-2:30; Th, 12:30-1:30, and by Appointment**

**[tjackson@uncg.edu](mailto:tjackson@uncg.edu)**

**(Email me with brief questions requiring little typing, or specify a time I can call you. T, W, Th afternoons or Monday evenings are best.)**

**Office: 334-5709 (I answer and check infrequently, since we have to share these lines).**

**Main office for message in urgent cases: 334-5992.**

**Home: 574-2010 (emergencies, brief questions or setting up conferences only).**

## REQUIREMENTS

**Participation: 30%**

This is a seminar, a collaborative enterprise. You get one absence. When you settle on a topic for your review essay, let me know, and I will fit you in as a co-facilitator. Of course, everyone listens and speaks to the questions at hand, willing to challenge authors, each other and me with respect. We may have 4 or 5 substantive themes or questions to explore, so trust me when I respectfully keep the class on track. I can break into lecture on historiographical themes, but won't do this for more than half an hour a week. Let's not “go negative” on authors. This is how we at Stanford coped with feelings of infantilization that pervade graduate programs, and it turned into poison. Assume our author is in the class, needing constructive criticism or respectful disagreement. If anyone calls an author “boring” or slings political epithets, I will make them write 100 times on the board: “I will not diss someone who gave ten years of their life for my edification.” Too many people turn this style of criticism on themselves when they start writing. Read Howard Becker, *Writing for Social Scientists*, if you have time, a very amusing but wise take on scholarly careers and how to stay interesting, productive, humble and supportive.

**Weekly 2-page papers, with your focused contributions shared in class: 30%.**

I am looking for single-spaced “bullet points” for discussion (complete sentences), separated by double spaces. These don't have to be formal essays as long as they are *substantive*. Typical format: 1) Start with 3-4 concise sentences capturing the main theses, lines of argument, or historiographic contributions the author or authors are making. Make this a more formal paragraph. 2) Then write several instances in which a main idea or thread of argument is especially well-developed and supported, with page citations and even concise quotes that you might incorporate into an article or undergraduate lecture. Point out the author's most effective use of evidence to support an important theme. This is the section on analytical *appreciation*. 3)

Finally, write about any problems in conceptualization, scope, structure or evidentiary support. Suggest *where this problem might point you as a researcher*.

### **Historiographical Plunge: 30%**

10-15 page review of several important books and articles on a topic of your choosing, preferably with a common interpretive problem with contrasting (or complementary) historiographical or methodological approaches. You might pick a few contemporary works on “whiteness” and labor, for example, and contrast them with an earlier work in labor, urban or African American history. You must consult with me in person first and supply a bibliography with a statement of the interpretive problem historians have taken up. I can suggest a couple dozen that you might really enjoy, as I get to know your interests and what has inspired you. Pick your topic in advance and come prepared that day with at least a general sense of the larger conversation. Be prepared to talk for several minutes about how the work we are reading “fits” or compares, what it contributes. Use Sam Tannenhau or Michael Kazin (under New Right) or another reviewer of multiple books as a model.

### **Class Citizenship, Generosity, Quality of Your Peer Reviews: 10%**

My rough judgment (A,B,C, F) about your commitment to collaborative learning and your skill in making it happen. Elements: How well do you listen and address issues directly raised by your peers and me? This includes a willingness to disagree and support your position with evidence. Collegiality and mutual support are essential to professional success here. This is the context in which authentic disagreements can be pursued to their genuine roots. This includes my grade on your peer review.

### **The Blackboard Site**

We will use this electronic “commons” mainly for discussion threads, suggestions by all of you for further reading, and storing some of the useful readings I have collected over the years. Check this a few days before class, as I will post some questions for focused discussion on the Announcements page. Email me questions to post on the same page if you would like the class to think about them. So the “Discussion Board” and “Announcements” and “Course Material” buttons are the important ones.

## **CLASS SCHEDULE**

### **1/11: Introductions**

What is your favorite historical study and why? Who do you imagine your most important audience(s) will be in your career? What are the most important things you hope they will learn? What is satisfying about doing history, what frustrating?  
A demonstration of good searching techniques.

### **1/18: Historical Synthesis and Historiography**

Foner, Eric. *The Story of American Freedom*. 1st ed. New York: W.W. Norton, 1998. Read the entire work (skipping the early Republic and starting with Reconstruction if you wish), and refer back to sections as we progress through the semester.

Kessler-Harris, Alice. "Social History." In *The New American History, Revised and Expanded Edition*, edited by Eric Foner. Philadelphia: Temple University Press, 1997.

Holt, Thomas C. "African-American History." In *The New American History, Revised and Expanded Edition*, edited by Eric Foner. Philadelphia: Temple University Press, 1997. (***The New American History* is available as an Ebook and is on Hard Copy Reserve. It is worth ordering**).

Mini-lecture and discussion on Slavery, Reconstruction and Jim Crow to prepare for reading Hahn.

**Recommended:**

Thomas Bender, "Wholes and Parts: The Need for Synthesis in American History," *Journal of American History* 73 (June 1986): 120-36; OPTIONAL: Bender, et al., "A Round Table: Synthesis in American History," *Journal of American History* 74 (June 1987): 107-30, especially or only Rozensweig. Note the caustic exchange with Nell Painter.

**1/25: Reconstruction and Jim Crow: Black People Making History**

Possible visit by Professor Jeffrey Kerr-Ritchie.

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.

Hahn doesn't serve up his thesis on a platter, but he delivers multiple courses. This is really a remarkable achievement. Astride conventional periodization, he examines African American "self-activity" as do few who preceded him. Signposts: How were slaves and freedmen, during and after the Civil War, able to extend the skills, spheres of autonomy, social networks and channels of communication that they built under slavery? What were their freedom dreams and how can we read these dreams in their words, actions, and the institutions they built? How has this book changed your assumptions about the role Blacks played in Reconstruction, how they sustained what power they had, and why "Redeemer" governments ultimately triumphed? How does this book shed light upon the roots and enduring appeal of Black Nationalism? What were the strengths and limits of biracial alliances after Reconstruction? (Pay special attention to his treatment of the Virginia Readjusters. There is a profound lesson there in the enduring cruel dilemmas of black politics). Re-defining "the political" has been one of the most significant developments in the recent encounter between social, cultural and political history. This goes far beyond the "linguistic turn" toward post-structuralism, or "bringing the state back in" to social history. How does Hahn re-define the political? Is Hahn a historians' historian, or is there a piece you might assign advanced undergrads?

**Recommended:**

Foner, Eric. "Slavery, the Civil War, and Reconstruction." In *The New American History, Revised and Expanded Edition*, edited by Eric Foner. Philadelphia: Temple University Press, 1997.

Foner, Eric. *Reconstruction : America's Unfinished Revolution, 1863-1877*. 1st ed, *New American Nation Series*. New York: Harper & Row, 1988. See also *Nothing But Freedom*.

Litwack, Leon F. *Trouble in Mind: Black Southerners in the Age of Jim Crow*. 1st ed. New York: Knopf, 1998.

Ayers, Edward L. *Southern Crossing: A History of the American South, 1877-1906*. Oxford; New York: Oxford University Press, 1995.

McMillen, Neil R. *Dark Journey: Black Mississippians in the Age of Jim Crow*. Urbana: University of Illinois Press, 1989.

Woodward, C. Vann. *Origins of the New South, 1877-1913*. Baton Rouge: Louisiana State University Press, 1971.

Cell, John Whitson. *The Highest Stage of White Supremacy: The Origins of Segregation in South Africa and the American South*. New York: Cambridge University Press, 1982.

**2/1: Native Americans and the West: Cultural Power, Cultural Consumption  
(With Professor Lisa Tolbert on Cultural History and Visual Culture)**

Kasson, Joy S. *Buffalo Bill's Wild West: Celebrity, Memory, and Popular History*. 1st ed. New York: Hill and Wang, 2000.

Adams, David Wallace. "Schooling the Hopi: Federal Indian Policy Writ Small," *Pacific Historical Review* v. 48, n. 3, August 1979, 335-356. On Electronic Reserve.

**Recommended:**

Utley, Robert Marshall. *The Indian Frontier, 1846-1890*. Rev. ed. Albuquerque: University of New Mexico Press, 2003.

Richard White, "Western History." In *The New American History, Revised and Expanded Edition*, edited by Eric Foner. Philadelphia: Temple University Press, 1997. [Highly recommended].

**2/8: Paradoxes of Progressivism: Purity, Prostitution and Women's Agency**

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

McCormick, Richard L. "Public Life in Industrial America, 1877-1917." In *The New American History, Revised and Expanded Edition*, edited by Eric Foner. Philadelphia: Temple University Press, 1997.

**Recommended:**

Kathryn Kish Sklar, "Two Political Cultures in the Progressive Era: The National Consumers' League and the American Association for Labor Legislation," in *U.S. History as Women's History: New Feminist Essays*, ed. Linda K. Kerber, Alice Kessler-Harris, and Kathryn Kish Sklar (Chapel Hill: University of North Carolina Press, 1995), 36-62.

Linda Gordon, *Pitied But Not Entitled: Single Mothers and the History of Welfare* (New York: Free Press, 1994).

Linda Gordon, "Black and White Visions of Welfare: Women's Welfare Activism, 1890-1945," in *Unequal Sisters: A Multicultural Reader in U.S. Women's History*, ed. Vicki L. Ruiz and Ellen Carol DuBois (New York: Routledge, 1994), 157-185. (Also a JAH article).

Ladd-Taylor, Molly. *Mother-Work: Women, Child Welfare, and the State, 1890-1930, Women in American History*. Urbana: University of Illinois Press, 1994.

**2/15: Race, Migration and the New Narrative History**

Boyle, Kevin. *Arc of Justice: A Saga of Race, Civil Rights, and Murder in the Jazz Age*. New York: H. Holt, 2004. (This year's winner of the National Book Award!)

**Recommended:**

Goodman, James E. "For the Love of Stories." *Reviews in American History* 26, no. 1, Special Issue: The Challenge of American History (1998): 255-74.

Gordon, Linda. *The Great Arizona Orphan Abduction*. Cambridge, Mass.: Harvard University Press, 1999.

Goodman, James E. *Stories of Scottsboro*. 1st Vintage Books ed. New York: Vintage Books, 1995.

Grossman, James R. *Land of Hope: Chicago, Black Southerners, and the Great Migration*. Chicago: University of Chicago Press, 1989.

## **2/22: Immigration, Ethnicity and "Americanization"**

Sanchez, George J. *Becoming Mexican American: Ethnicity, Culture, and Identity in Chicano Los Angeles, 1900-1945*. New York: Oxford University Press, 1993.

Shenton, Thomas B. and Kevin Kenny. "Ethnicity and Immigration." In *The New American History, Revised and Expanded Edition*, edited by Eric Foner. Philadelphia: Temple University Press, 1997.

### **Recommended:**

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

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

Gutiérrez, David. *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity*. Berkeley,: University of California Press, 1995.

## **3/1: The Transformation of New Deal Liberalism, 1933-1945**

Brinkley, Alan. *Liberalism and Its Discontents*. Cambridge, Mass.: Harvard University Press, 1998, chs. 1-9, 1-164.

Review closely Foner, *Story of American Freedom*, ch. 9-10, 195-247.

Kessler-Harris, Alice. *In Pursuit of Equity: Women, Men, and the Quest for Economic Citizenship in 20th-Century America*. New York: Oxford University Press, 2001, 117-137. Electronic Reserves.

Revisit Sanchez on the CIO and "Working Class Americanism": perhaps the most important part of the book.

### **Recommended:**

Kennedy, David M. *Freedom from Fear*. New York: Oxford University Press, 1999. David M. Kennedy.

## **SPRING BREAK: WORK ON PROPOSAL ON HISTORIOGRAPHICAL PAPER 1-2 PAGE ANNOTATED BIBLIOGRAPHY DUE 3/15 OR EARLIER**

## **3/15: World War II: Commemoration and the Culture Wars**

### **(With Professor Kathleen Franz to speak on material culture and museum politics)**

Linenthal, Edward Tabor, and Tom Engelhardt. *History Wars: The Enola Gay and Other Battles for the American Past*. New York: Metropolitan Books, 1996.

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

Brinkley, *Liberalism and Its Discontents*, ch. 17, 298-309.

### **Recommended:**

Any one of the fine authors collected in *History Wars* have books that define their field.

Roeder, George H. "Filling in the Picture: Visual Culture." *Reviews in American History* 26, no. 1, Special Issue: The Challenge of American History (1998): 275-93.

Roeder, George H. "Censoring Disorder: American Visual Imagery of World War II." In *The War in American Culture: Society and Consciousness During World War II*, edited by Lewis A. Erenberg and Susan E. Hirsch, 46-70. Chicago, 1996.

Sherry, Michael S. *The Rise of American Air Power: The Creation of Armageddon*. New Haven: Yale University Press, 1987.

Greenberg, Douglas. "'History Is a Luxury': Mrs. Thatcher, Mr. Disney, and (Public) History." *Reviews in American History* 26, no. 1, Special Issue: The Challenge of American History (1998): 294-311.

### **3/22: Jobs, Housing and Racial Polarization in Postwar Cities**

Sugrue, Thomas J. *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*. Princeton, N.J.: Princeton University Press, 1996.

#### **Recommended:**

Round-table on Sugrue, *Origins of the Urban Crisis*, in *Labor History*, Feb98, Vol. 39 Issue 1, especially by Kevin Boyle, Eric Arnesen, Joe Trotter, Jaqueline Jones, and Sugrue's response. See also Beth Bates, et. al., "Where are the People?" *Review of Black Political Economy* 27, 4 (Spring 2000). *This is an extraordinarily thorough exchange among scholars. See Judith Stein rip into the book for an example of negativity that only embarrassed her, despite her good points.*

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.

Jackson, Kenneth T. *Crabgrass Frontier: The Suburbanization of the United States*. New York: Oxford University Press, 1985.

McGreevy, John T. *Parish Boundaries: The Catholic Encounter with Race in the Twentieth-Century Urban North*, *Historical Studies of Urban America*. Chicago: University of Chicago Press, 1996.

Hirsch, Arnold R. *Making the Second Ghetto: Race and Housing in Chicago, 1940-1960*, New York: Cambridge University Press, 1983.

Durr, Kenneth D. *Behind the Backlash: White Working-Class Politics in Baltimore, 1940-1980*. Chapel Hill: University of North Carolina Press, 2003.

Formisano, Ronald P. *Boston against Busing: Race, Class, and Ethnicity in the 1960s and 1970s*. Chapel Hill: University of North Carolina Press, 2004.

Theoharis, Jeanne, and Komozi Woodard. *Freedom North : Black Freedom Struggles Outside the South, 1940-1980*. 1st ed. New York: Palgrave Macmillan, 2003.

### **3/29: Jim Crow and Southern Civil Rights**

William H. Chafe, *Civilities and Civil Rights: Greensboro, North Carolina and the Black Struggle for Freedom* (New York: Oxford, 1980).

Carson, Clayborne, "Civil Rights Reform and the Black Freedom Struggle," and "Comment," by Steven F. Lawson, In *The Civil Rights Movement in America*, edited by Charles W. Eagles, Jackson: University Press of Mississippi, 1986, pp. 19-38. **Electronic reserves.**

#### **Recommended:**

Cecelski, David S. *Along Freedom Road: Hyde County, North Carolina and the Fate of Black Schools in the South*. Chapel Hill: University of North Carolina Press, 1994.

Dittmer, John. *Local People: The Struggle for Civil Rights in Mississippi*. Urbana: University of Illinois Press, 1994.

Manis, Andrew Michael. *A Fire You Can't Put Out : The Civil Rights Life of Birmingham's Reverend Fred Shuttlesworth*. Tuscaloosa: University of Alabama Press, 1999

Eagles, Charles W. "Toward New Histories of the Civil Rights Era." *Journal of Southern History* 66, no. 4 (2000): 815-48. Ereserves.

Chafe, William H. "The End of One Struggle, the Beginning of Another, and Comment, by J. Mills Thornton III." In *The Civil Rights Movement in America*, ed. Charles W. Eagles, 127-156. . Jackson: University Press of Mississippi, 1986.

Kelley, Robin D. G. "The Black Poor and the Politics of Opposition in a New South City, 1929-1970." In *The "Underclass" Debate: Views from History*, edited by Michael B. Katz, 293-333. Princeton: Princeton University Press, 1993.

Walker, Jenny. "A Media-Made Movement? Black Violence and Nonviolence in the Historiography of the Civil Rights Movement." In *Media, Culture and the Modern African American Freedom Struggle*, edited by Brian Ward, 41-66. Gainesville: University Press of Florida, 2001.

#### **4/5: "Reports of My Demise": Liberalism and the Left, 1945-1968**

Review Foner, *Story of American Freedom*, ch. 11,12, 249-305. 35

Katzneslson, Ira. "Was the Great Society a Lost Opportunity?" In *The Rise and Fall of the New Deal Order*, edited by Steve Fraser and Gary Gerstle, 185-211. Princeton: Princeton U. Press, 1989. 26 Ereserves.

Schrecker, Ellen. *Many Are the Crimes : McCarthyism in America*. 1st ed. Boston: Little Brown, 1998., ch. 10, "A Good Deal of Trauma," 359-415. 56. Ereserves.

Boyle, Kevin. *The UAW and the Heyday of American Liberalism, 1945-1968*. Ithaca, N.Y.: Cornell University Press, 1995. ch 7-9, 161-233. 72 Ereserves.

Stein, Judith. *Running Steel, Running America : Race, Economic Policy and the Decline of Liberalism*. Chapel Hill: University of North Carolina Press, 1998. ch. 3, 69-88. 20 Ereserves.

Brinkley, *Liberalism and Its Discontents*, ch. 11-12, 210-236. 26 (235).

#### **Recommended:**

Lichtenstein, Nelson. *State of the Union : A Century of American Labor, Politics and Society in Twentieth-Century America*. Princeton, N.J.: Princeton University Press, 2002.

Lichtenstein, "The Eclipse of Social Democracy," in *Rise and Fall of the New Deal Order*.

#### **4/12: Vietnam and America**

Appy, Christian G. *Working-Class War: American Combat Soldiers and Vietnam*. Chapel Hill: University of North Carolina Press, 1993.

#### **Recommended:**

Logevall, Fredrik. *Choosing War : The Lost Chance for Peace and the Escalation of War in Vietnam*. Berkeley: University of California Press, 1999.

#### **4/19: Assessing the New Right (Brief readings of reviews of recent literature)**

Sam Tanenhaus, "The GOP, or Goldwater's Old Party – Why W. is No Surprise" *New Republic* (June 11,2001).

Foner, *Story of American Freedom*, ch. 13.

Brinkley, *Liberalism and Its Discontents*, ch. 15-16, 266-297.

#### **Recommended:**

Micklethwait, John, and Adrian Wooldridge. *The Right Nation: Conservative Power in America*. New York: Penguin Press, 2004.

Dallek, Matthew. *The Right Moment: Ronald Reagan's First Victory and the Decisive Turning Point in American Politics*. New York: Oxford University Press, 2004.

McGirr, Lisa. *Suburban Warriors: The Origins of the New American Right* Princeton, N.J.: Princeton University Press, 2001.

Coontz, Stephanie. *The Way We Never Were : American Families and the Nostalgia Trap*. New York, NY: BasicBooks, 1992. Deconstruction of the myth of "family values" in the 1950s or any other "traditional period." Middle class family ideas have always excluded poor working families. The insistence that private morality is the basis of public virtue has paradoxically impoverished public obligations and the real ability of families to carry the burdens of "havens in a heartless world."

#### **4/26: Discussion of Historiographic Essays and Possible Research Avenues**

During this week you will peer-review two essays by colleagues and give written comments, which each author will hand in along with his or her paper. Draft of paper is due with your peer reviewer on April 30.

#### **5/3: Historiographic Essays Due**

### **TRICKS OF THE TRADE**

Book reviews are useful in informing you about content, but often reflect the quirkiness of the reviewer. They can be great guides however, to the strengths and possible limits of the monograph, and at their best, will connect the book to a rich historiography. Most of the time they really cannot substitute for your own critical reading. Look especially for longer essays in *Reviews in American History*, review essays in *Journal of American History* or *Journal of Urban History*, *Journal of Women's History*, *Journal of Labor History*, *American Quarterly*, *Journal of Policy History*, or *New York Review of Books* (only on microfilm but well worth the hike). I have noted only when articles are NOT available on line. Check Ebsco first (Academic Search or Business Search as in the case of JLH), and then JSTOR since the former usually saves you paper. America-History and Life will provide book reviews, if the link from the Jackson Catalog (infotrac) doesn't yield good results. Sometimes the best articles are in collections, such as Katz, ed., *The "Underclass" Debate: Views from History*. The library catalogue will *sometimes* list all these titles and authors in the notes, so search on Keyword to pull these up. Example: Jackson and "war on poverty."

#### **Background Preparation**

Several books give broad coverage in this period. I highly recommend them, especially if you are searching for research topics or need to prepare lectures. Together with historiographic essays, they can really help you focus! Come talk to me when developing any list. There are great bibliographies available all over. Sometimes undergraduate anthologies have terrific bibliographic essays. Ellen Schrecker's *Age of McCarthyism* for undergraduates has the best of the batch. See the *Major Problems in US History* series, which I will either put on reserve or keep in the history department for building only use.

#### **Syntheses of Politics, Social History, Social Movements and Public Culture**

Bodnar, John E. *The Transplanted: A History of Immigrants in Urban America, Interdisciplinary Studies in History*. Bloomington: Indiana University Press, 1985.

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

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

Fraser, Steve, and Gary Gerstle, eds., *The Rise and Fall of the New Deal Order, 1930-1980*. Princeton, N.J.: Princeton University Press, 1989. All seminal articles defining phases of American political development.

Gerstle, Gary. *American Crucible: Race and Nation in the Twentieth Century*. Princeton, N.J.: Princeton University Press, 2001.

Gordon, Linda. *Pitied but Not Entitled: Single Mothers and the History of Welfare, 1890-1935*. New York: Free Press, 1994. (Maternalist political culture and the gendering of the welfare state).

Katz, Michael B. *In the Shadow of the Poorhouse: A Social History of Welfare in America*. New York: BasicBooks, 1996.

Kazin, Michael. *The Populist Persuasion: An American History*. Rev. ed. Ithaca, N.Y.: Cornell University Press, 1998. Illuminating on the Right's capture of populism since George Wallace.

Keyssar, Alexander. *The Right to Vote: The Contested History of Democracy in the United States*. New York: Basic Books, 2000. Absolutely brilliant. You thought American history was the steady upward progress of democracy? Read this book.

- Lichtenstein, Nelson. *State of the Union: A Century of American Labor* Princeton, N.J.: Princeton University Press, 2002. Erosion of collective bargaining rights and ascendancy of anti-discrimination.
- Limerick, Patricia Nelson. *The Legacy of Conquest: The Unbroken Past of the American West*. 1st ed. New York: Norton, 1987. Synthesis of new Western History.
- Meyerowitz, Joanne J. *Not June Cleaver : Women and Gender in Postwar America, 1945-1960, Critical Perspectives on the Past*. Philadelphia: Temple University Press, 1994.
- Sherry, Michael S. *In the Shadow of War: The United States since the 1930s*. New Haven: Yale University Press, 1995. Militarism shaping every corner of society and public policy.
- White, Richard. *"It's Your Misfortune and None of My Own": A History of the American West*. 1st ed. Norman: University of Oklahoma Press, 1991.

### **The Best Textbooks and Anthologies**

(Prepare for lectures; expose yourself to recent work filtered through textbook authors):

- Henretta, et. al., *America's History*
- Roarke, et. al., *The American Promise*
- American Social History Project, *Who Built America?* (Labor history)
- Wolloch, *Women and the American Experience*
- Major Problems in American History* (Extraordinarily helpful compendiums of scholarship and primary sources in every conceivable field. Especially good introductions to broad fields, such as environmental, constitutional, southern, women's, Indian history and more).

### **The Best Syntheses by Period (Period syntheses invariably follow a more traditional narrative foregrounding political history, but often successfully incorporate insights from social or cultural history):**

- Rodgers, Daniel T. *Atlantic Crossings: Social Politics in a Progressive Age*. Cambridge, Mass.: Belknap Press of Harvard University Press, 1998.
- Kennedy, David M. *Over Here: The First World War and American Society*. 25th anniversary ed. New York: Oxford University Press, 2004.
- Kennedy, David M. *Freedom from Fear*. New York: Oxford University Press, 1999.
- Leuchtenburg, William Edward. *Franklin D. Roosevelt and the New Deal, 1932-1940*. [1st ] ed, *New American Nation Series*. New York,: Harper & Row, 1963.
- Blum, John Morton. *V Was for Victory: Politics and American Culture During World War II*. 1st ed. New York: Harcourt Brace Jovanovich, 1976.
- Schrecker, Ellen. *Many Are the Crimes: McCarthyism in America*. Boston: Little Brown, 1998.
- Isserman, Maurice, and Michael Kazin. *America Divided: The Civil War of the 1960s*. 2nd ed. New York: Oxford University Press, 2004.
- Patterson, James T. *Grand Expectations: The United States, 1945-1974*. New York: Oxford University Press, 1996.
- Hodgson, Godfrey. *America in Our Time*. 1st ed. Garden City, N.Y.: Doubleday, 1976.
- . *More Equal Than Others : America from Nixon to the New Century, Politics and Society in Twentieth-Century America*. Princeton, N.J.: Princeton University Press, 2004.

### **Historiographical Essays**

Mostly these are great. Sometimes, they can be turgid and impenetrable, valuable only to the cognoscenti. Sometimes they illuminate the landscape like lightning, fitting the books into their own unique narrative and sets of new challenges. Keep on the lookout for suggestions for further research. Use these as you would any reference tool.

Arnesen, Eric. "Up from Exclusion: Black and White Workers, Race, and the State of Labor History." *Reviews in American History* 26, no. 1, Special Issue: The Challenge of American History (1998): 146-74. DENSE but brilliant in a very hot field. Racial categories are not fixed, but mutable and subject to challenge and at times swift renegotiation, as well as stubborn persistence. Compare this to Herbert Hill's innumerable review articles.

Gilfoyle, Timothy J. "White Cities, Linguistic Turns, and Disneylands: The New Paradigms of Urban History." *Reviews in American History* 26, no. 1, Special Issue: The Challenge of American History (1998): 175-204. Dizzying in its scope and incoherent in its framework, just like the field of Urban History!

Hollinger, David A. "National Culture and Communities of Descent." *Reviews in American History* 26, no. 1, Special Issue: The Challenge of American History (1998): 312-28. Good, a bit abstract.

Jones, Jacqueline. "Race and Gender in Modern America." *Reviews in American History* 26, no. 1, Special Issue: The Challenge of American History (1998): 220-38. Especially great on African American women's history.

McGreevy, John T. "Faith and Morals in the Modern United States, 1865-Present." *Reviews in American History* 26, no. 1, Special Issue: The Challenge of American History (1998): 239-54. Why have historians neglected religion in historical explanations? Our cosmopolitanism has blinded us to the strong hold religion has on consciousness and behavior.

Richard L. McCormick, "Public Life in Industrial America, 1877-1917." In *The New American History, Revised and Expanded Edition*, edited by Eric Foner. Philadelphia: Temple University Press, 1997. **You really need this to get into the tangled historiography of Progressivism.**

Thomas Bender, "Intellectual and Cultural History." In *The New American History, Revised and Expanded Edition*, edited by Eric Foner. Philadelphia: Temple University Press, 1997. Useful but a bit abstract, as is Bender's wont.

Others found in the Recommended sections. When you find especially good ones, post them to the Blackboard site!

### **Historiographic Essay Suggestions:**

The Freedmen's Bureau and the Bureau of Indian Affairs: With "Friends" Like These?  
Jim Crow: What Happened in the 1890s? Why did southern states move toward formal codification of segregation and disfranchisement.  
Biracial Labor Organizing in Southern Industries  
Culture Wars in 19<sup>th</sup> Century Cities: Battles for Civic Space (including a great work on Central Park).  
Women, "Maternalism," Mothers' Aid and Factory Reform  
"Whiteness" and Racial Identities in Changing Material and Cultural Contexts  
"Resistance" and the Black Working Class  
"Americanizing" the Alien Races: Native Americans and Southern Europeans  
New Work on Woman Suffrage: Explaining the Repeated Setbacks and Final Victory  
The Progressives Weren't: Reform as Social Control  
The Progressives Were: Reform as Protection and Democratic Empowerment  
Progressives as Social Evangelists  
Progressives as Social Engineers  
Progressive Intellectuals and International Social Democracy (a tough one, but fascinating).  
Immigrant Cultural Adaptation, Persistence, and Assimilation in Cities.  
Immigration, Generations and Gender  
World War One: Political Economy or Civil Liberties  
KKK: North and South, Men and Women  
Race Riots: Post WWI and 1960s Compared  
Garveyism  
Depression Political Culture: Individualism under Stress  
Possibilities and Limitations of the New Deal: Presidential power, localism, Congress or the states  
Floods, Fires, Dust Bowls, Hurricanes: What Disasters Reveal about Americans  
Farm to City: New South Working Classes  
Gender, Race and the Origins of Welfare: This is a great topic, very solid and important field.  
Women, Work and World War II  
A Different War? Japanese and Japanese Americans in the Pacific War  
Origins of the Cold War  
The "Decision" to Drop the Bomb  
The Feminine Mystique in the 1950s  
Cold War Civil Rights: Suppression or Impetus to Change?  
McCarthyism: How Popular was the "Great Fear"?  
Industrial Unionism and Social Democracy: When was the "Eclipse"?  
Birmingham 1963, Militant and Moderate Leadership, the National and Local Movements

How much did the civil rights movement provoke the declaration of a War on Poverty? Very polarized unsatisfactory debate, as it stands.

The Sixties Generations: New Right and New Left

Lyndon Johnson Goes to War: The Scope of Suppressed Alternatives in Vietnam Decision Making