

HIST 7190 A01
Studies in American History Since 1877
2017-2018 Fall/Winter

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This course deals with topics in the political, social, and cultural history of the United States between the years 1877 to roughly 1980. The course readings have been selected in order to expose students to a broad range of approaches to the study of American history. We will explore the types of sources used by historians, the evolution of historiographical debates, the challenges of writing history, the accomplishments and the occasional failings of the scholars we will be reading. The course is designed as a seminar. Each week, students will arrive in class having completed the assigned reading, and prepared to discuss it with the rest of the group. So much of a seminar's success depends on you! Come to class ready to engage in a lively debate. Don't worry if you didn't understand an aspect of the readings – we will work this out together, and chances are, others had questions as well. To get the most out of this course, read carefully, listen to others in the class, and be confident in your own assessments of the readings. Students will be graded on their active participation in discussion, occasional presentations, and written work.

Students are reminded that all written work submitted for the course must be original.

You are advised to consult the University of Manitoba's regulations regarding plagiarism, cheating and impersonation:

The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty. The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

All assignments should be typed and double spaced. In addition to handing in a hard-copy of all written assignments, students are required to submit a copy of the paper electronically through UM Learn (as a word document). The file name for the document should be as follows:

SURNAME Given name Assign # HIST 7190

Further details about written assignments will be provided in class. **Pay close attention to due dates.** Extensions will only be granted in exceptional circumstances. Papers are due **in class** on the date indicated. Late papers will be penalized 2.5% per day. Evaluation will be provided before the Voluntary Withdrawal date of January 16, 2018.

Grade Breakdown

Seminar Participation	30%	
Critical assessments of weekly readings (You will write roughly 500-750 words/2-3 pages of analysis of any given week's assigned readings. You will be required to complete ten over the course of the year and hand in each before discussion of the readings in class. You may hand in more than ten and the top marks will be recorded.)	25%	
Research Proposal (250-500 words/1-2 pages)	5%	due Feb. 6
Research Presentation to class (sign up in class for presentations)	10%	
Research Paper (5750-7500 words/23-25 pages)	30%	due April 6

Please note: In the case of PhD students taking the course in preparation for a comprehensive field exam in American history, adjustments to the assignments can be made as follows in place of the research proposal and research paper:

Preparation of Comprehensive Reading List (with 250-word statement outlining rationale behind list organization and category choices)	5%	due Feb. 6
Oral presentation of one debate in U.S. historiography	10%	
Historiographical papers (based on two categories from reading list; 1250 words/5 pages each; 2 X 15%)	30%	

Grade Distribution

Exemplary	90% & above	A+
Superior	80-89%	A
Very Good	75-79%	B+
Good	70-74%	B
Slightly above avg.	65-69%	C+
Average	60-64%	C
Marginal	50-59%	D
Failure	below 50%	F

Required Texts**Fall term**

Matthew Frye Jacobson, *Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad* (Hill and Wang, 2001)

Thomas G. Andrews, *Killing for Coal: America's Deadliest Labor War* (Harvard University Press, 2010)

Chantal Norrgard, *Seasons of Change: Labor, Treaty Rights, and Ojibwe Nationhood* (University of North Carolina Press, 2014)

Michele Mitchell, *Righteous Propagation: African Americans and the Politics of Racial Destiny After Reconstruction* (University of North Carolina Press, 2004)

Winter term

Rebecca Jo Plant, *Mom: The Transformation of Motherhood in Modern America* (University of Chicago Press, 2010, 2012)

Shane Hamilton, *Trucking Country: The Road to America's Wal-Mart Economy* (Princeton University Press, 2014)

Bethany Moreton, *For God, Country and Wal-Mart* (Harvard University Press, 2010)

Meredith Lair, *Armed with Abundance: Consumerism and Soldiering in the Vietnam War* (University of North Carolina Press, 2014)

Class Schedule

Week 1 Introduction September 12

Week 2 A crash course in American historiography September 19

Suggested Readings (you will be given further instructions in class September 12 about how to divide up the readings):

Peter Novick, *That Noble Dream*

Walter Palmer, *From Gentleman's Club to Professional Body*

John Higham, *History: Professional Scholarship in America*

T.J. Jackson Lears, "The Concept of Cultural Hegemony," *American Historical Review* 1985 90(3): 567-693

Joyce Appleby, Lynn Hunt, and Margaret Jacob, "Competing Histories of America," from *Telling the Truth About History*

James W. Cook and Lawrence B. Glickman, "Twelve Propositions for a History of U.S. Cultural History," in James W/ Cook, Lawrence B. Glickman, and Michael O'Malley, eds., *The Cultural Turn in U.S. History: Past, Present, and Future* (2008), 3-58

Richard Pells, "The Decline of American Studies" *Chronicle of Higher Education*, Vol. 62, Issue 38.

James M. Banner, ed. *A Century of American Historiography*

Anna Green and Kathleen Troup, *The Houses of History: A Critical Reader in Twentieth-Century History and Theory*

Week 3 The West September 26

Frederick Jackson Turner, "The Significance of the Frontier in American History" – this is available online in various places, including the link here:0

<http://xroads.virginia.edu/~Hyper/turner/chapter1.html>

Watch online: Schoolhouse Rock, "Elbow Room" (1975):

<https://www.youtube.com/watch?v=FfoQBTPY7gk>

Patricia Nelson Limerick, introduction from *The Legacy of Conquest*

Limerick, "Turnerians All: The Dream of a Helpful History in an Intelligible World," *American Historical Review* 100 no 3 (June 1995): 697-716.

Pablo Mitchell, "Accomplished Ladies and Coyotes: Marriage, Power, and Straying from the Flock in Territorial New Mexico, 1880-1920," in *Sex, Love, Race: Crossing Boundaries in North American History*, ed. Martha Hodes.

Week 4 America and the World October 3

Matthew Frye Jacobson, *Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad*

Week 5 African American History October 10

Michele Mitchell, *Righteous Propagation: African Americans and the Politics of Racial Destiny After Reconstruction*

Week 6 Labour and Environmental History October 17

Andrews, *Killing for Coal*

Week 7 Whiteness Studies October 24

David Roediger, *The Wages of Whiteness*, introduction

Peter Kolchin, "Whiteness Studies: the New History of Race in America," *Journal of American History* 89 no. 1 (2002): 154-173.

Grace Hale, excerpt from *Making Whiteness*

Roberto Orsi, "The Religious Boundaries of an Inbetween People: Street *Feste* and the Problem of the Dark-Skinned Other in Italian Harlem, 1920-1990," *American Quarterly* 44 (1992): 313-347.

Week 8 Environmental History October 31

William Cronon, "The Trouble With Wilderness: Or, getting back to the Wrong Nature," *Environmental History* 1996 1(1): 7-28.

Stephen Mosley, "Common Ground: Integrating Social and Environmental History," *Journal of Social History* 39 no 3 (2006): 915-933.

White, Richard. "From Wilderness to Hybrid Landscapes: The Cultural Turn of Environmental History," *The Historian* 66 (2004): 557-564.

Benjamin Heber Johnson, "Conservation, Subsistence and Class at the Birth of Superior National Forest," *Journal of Environmental History* 1999 4(1): 80-89.

Ellen Stroud, "Troubled Waters in Ecotopia: Environmental Racism in Portland, Oregon," *Radical History Review* 1999 (74) 65-95.

Week 9 Indigenous History November 7

Chantal Norrgard, *Seasons of Change: Labor, Treaty Rights, and Ojibwe Nationhood*

Week 10 Food History November 14

Jeffrey Pilcher, "Who Chased Out the 'Chili Queens'? Gender, Race, and Urban Reform in San Antonio, Texas, 1880-1943," *Food & Foodways* (July 2008): Vol. 16 no. 3: 173-200.

Katherine Leonard Turner, "Buying, Not Cooking: Ready-to-Eat Food in American Urban Working-Class Neighborhoods, 1880-1930," *Food, Culture & Society* (2006) Vol. 9 no. 1: 13-39.

Nick Cullather, "The Foreign Policy of the Calorie," *American Historical Review* Vol. 112, no. 2 (April 2007): 337-364.

Angela Jill Cooley, "'Eating with Negroes': Food and Racial Taboo in the Twentieth-Century South," *Southern Quarterly*, (January 2015) Vol. 52 no. 2: 69-89.

Week 11 The Great Depression November 21

Colin Johnson, "Camp Life: The Queer History of 'Manhood' in the Civilian Conservation Corps, 1933-1937," *American Studies* (Summer 2007) Vol. 48 no. 2: 19-35.

Neil M. Maher, "'Work for others but none for us': the economic and environmental inequalities of New Deal relief," *Social History* (August 2015): 40 no. 3: 312-334.

Patsy G. Watkins, "Same People, Same Time, Same Place: Contrasting Images of Destitute Ozark Mountaineers during the Great Depression," *Arkansas Historical Quarterly* (Autumn 2011) Vol. 70 no. 3.: 288-315.

Rachel Louise Moran, "Consuming Relief: Food Stamps and the New Welfare of the New Deal," *Journal of American History* (March 2011): Vol. 97 no. 4: 1001-1022.

Week 12 World War II November 28

Mary Louise Roberts, "The Price of Discretion: Prostitution, Venereal Disease, and the American Military in France, 1944-1946," *American Historical Review* (October 2010) Vol. 115 no. 4: 1002-1030.

Jason Morgan Ward, "'No Jap Crow': Japanese Americans Encounter the World War II South," *Journal of Southern History* (Feb 2007): Vol. 73 no. 1: 75-104.

Elizabeth Escobedo, "The Pachuca Panic: Sexual and Cultural Battlegrounds in World War II Los Angeles," *Western Historical Quarterly* Vol. 38 no. 2 (Summer 2007): 133-156.

"'What's Uncle Sam's last Name?': Jews and Name Changing in New York City during the World War II Era," *Journal of American History* (December 2015) Vol. 102 no. 3: 719-745.

Week 13 History and Scandal: The Case of Michael Bellesiles December 5

Michael Bellesiles, "The Origins of Gun Culture in the United States, 1760-1865," *Journal of American History* Volume 83, Issue 2 (Sept. 1996), 425-455.

Emory University, Report of the Investigative Committee on the matter of Professor Michael Bellesiles http://www.emory.edu/news/Releases//Final_Report.pdf

Bellesiles, "Statement on Emory University's Inquiry into Arming America" http://www.emory.edu/news/Releases/B_statement.pdf

James Lindgren, "Fall from Grace: *Arming America* and the Bellesiles Scandal," *Yale Law Journal*, 2002: <http://www.yalelawjournal.org/the-yale-law-journal/content-pages/fall-from-grace:-arming-america-and-the-bellesiles-scandal/>

HOLIDAY BREAK

Week 1 The Cold War January 9

George Kennan, "Long Telegram" (Feb. 22, 1946), available online at <http://www.gwu.edu/~nsarchiv/coldwar/documents/> (link is at bottom of page)

John Lewis Gaddis, "The Tragedy of Cold War History," *Diplomatic History* 17 (Winter 1993): 1-16.

Frank Costigliola, "'Unceasing Pressure for Penetration': Gender, Pathology, and Emotion in George Kennan's Formation of the Cold War," *Journal of American History* 83 (March 1997): 1309-1339.

Mary Dudziak, "Josephine Baker, Racial Protest, and the Cold War," *Journal of American History* 81 (September 1994) 543-570. (jstor)

Week 2 Gender and the History of Childhood January 16

Rebecca Jo Plant, *Mom: The Transformation of Motherhood in Modern America*

Week 3 Vietnam January 23

Meredith Lair, *Armed with Abundance: Consumerism and Soldiering in the Vietnam War*

Week 4 History of Sexuality January 30

Anne Enke, "Smuggling Sex Through the Gates: Race, Sexuality and the Politics of Space in Second Wave Feminism," *American Quarterly* (December 2003) Vol. 55 no. 4: 635-667.

Excerpt from Tiemeyer, *Plane Queer*

Week 5 Consumption History February 6

Lizabeth Cohen, "From Town Center to Shopping Center: The Reconfiguration of Community Marketplaces in Postwar America," *American Historical Review* 101 no. 4 (October 1996): 1050-1081.

Elizabeth Fraterrigo, "The Answer to Suburbia: *Playboy's* Urban Lifestyle," *Journal of Urban History* 34 (2008): 747-774.

Sarah Elvins, "'A river of money flowing south': cross-border shopping in North Dakota and the insatiable Canadian desire for American goods, 1900-2001," *History of Retailing and Consumption* (2015) Vol. 1 no. 3: 230-245.

Gary Cross, "Dilemmas of Heritage" and "Pilgrimages, Souvenirs and Memory at Disney," in *Consuming Nostalgia: Memory in the Age of Fast Capitalism* (New York: Columbia University Press): 173-229.

Proposal Due**Week 6 History of Capitalism February 13**

Hamilton, *Truckin' Country*

Week 7 Midterm Break, no class February 20**Week 8 Into the 1980s February 27**

Moreton, *To Serve God and Wal-Mart*

Week 9 The Carceral State March 6

Robert T. Chase, "We Are Not Slaves: Rethinking the Rise of Carceral States through the Lens of the Prisoners' Rights Movement," *Journal of American History* (June 2015) Vol 102 No. 1: 73-86.

Heather Ann Thompson, "Lessons from Attica: from prisoner rebellion to mass incarceration and back," *Socialism and Democracy* 2014 Vo. 28 no. 3: 151-171.

Heather Ann Thompson, "Why Mass Incarceration Matters: Rethinking Crisis, Decline, and Transformation in Postwar American History," *Journal of American History* (December 2010): Vol. 97 no. 3: 703-734.

Elizabeth Hinton, "Creating Crime: The Rise and Impact of National Juvenile Delinquency Programs in Black Urban Neighborhoods," *Journal of Urban History* (Sept 2015) Vol. 41 no. 5: 808-824.

Week 10 March 13

Presentations

Week 11 March 20

Presentations

Week 12 March 27

Presentations

Week 13 April 6

***Research paper due

STUDENT RESOURCES

Academic Resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/>. The History department will also make a writing tutor available exclusively to History students in the department on one day a week. More information about scheduling, etc., TBA.

The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage (http://umanitoba.ca/student/resource/student_advocacy).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>.

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian. They are available on the Libraries page at this link:

<http://libguides.lib.umanitoba.ca/history> . Students who need research assistance can also schedule an appointment with a librarian through the website.

Student Counseling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. <http://umanitoba.ca/student/counselling/index.html>

Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team.

<http://umanitoba.ca/student/case-manager/index.html>

University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation.

<http://umanitoba.ca/student/health/>

Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. <http://umanitoba.ca/student/advocacy>