

Readings in Modern U.S. History

Political Economy and the People since 1865 – Dr. Max Krochmal, Fall 2017, M 1-3:40

Instructor Info

Dr. Max Krochmal, Associate Professor of History and Director, Comparative Race and Ethnic Studies
m.krochmal@tcu.edu - 682-407-6733 cell (text me!)

Office Hours (Reed 104): Mondays after class; TR 11:00am; and by appointment

professormax.org - Facebook: [max.krochmal](https://www.facebook.com/max.krochmal) - Twitter: [@professormaxtcu](https://twitter.com/professormaxtcu)

Course Description

This course is a graduate-level survey of U.S. political-economic and social historiography since the Civil War. Students will read and respond to one “modern classic” and/or cutting-edge book and 1-2 historiographic essays or other supplemental articles per week (many from the 2011 edition of *American History Now*). Together, the readings cover every major period between 1865 and the present and simultaneously introduce students to a wide range of chronological, methodological, and thematic sub-fields. Throughout the semester we will work to dissect the ways in which authors conceptualize historiographical arguments and craft effective narratives. Our focus will be on interpretation and synthesis; we will often ask, for example, “How does this book change the metanarrative of an introductory U.S. history survey?” Accordingly, in addition to the weekly assignments, students will review and present on one textbook in the field and, for the final evaluative exercise, prepare and justify a sample survey syllabus.

Required Books

I recommend buying as many of the books as possible, especially if post-1877 U.S. is your major field. If you choose not to buy the books, please make sure you are able to bring a copy of the assigned book to class each week. One copy of each will be placed on 4-hour reserve and/or be available as an e-book at TCU’s Mary Coats Burnett Library. All of the following are required (except Hinton/Camp –week 15):

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

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

Brown, Leslie. *Upbuilding Black Durham: Gender, Class, and Black Community Development in the Jim Crow South*. Chapel Hill: University of North Carolina Press, 2008.

Camp, Jordan T. *Incarcerating the Crisis: Freedom Struggles and the Rise of the Neoliberal State*. Oakland: University of California Press, 2016.

Chafe, William Henry. *Civilities and Civil Rights: Greensboro, North Carolina, and the Black Struggle for Freedom*. New York: Oxford University Press, 1980.

Chauncey, George. *Gay New York: Gender, Urban Culture, and the Makings of the Gay Male World, 1890-1940*. New York: Basic Books, 1994.

Cowie, Jefferson. *The Great Exception: The New Deal and the Limits of American Politics*. Princeton: Princeton University Press, 2016.

Foner, Eric, and Lisa McGirr, eds. *American History Now*. Philadelphia: Temple University Press, 2011.

- Hinton, Elizabeth. *From the War on Poverty to the War on Crime: The Making of Mass Incarceration in America*. 1 edition. Cambridge, Mass.: Harvard University Press, 2016.
- Horowitz, Daniel. *Betty Friedan and the Making of The Feminine Mystique: The American Left, the Cold War, and Modern Feminism*. Culture, Politics, and the Cold War. Amherst: University of Massachusetts Press, 1998.
- Klein, Jennifer. *For All These Rights: Business, Labor, and the Shaping of America's Public-Private Welfare State*. Politics and Society in Twentieth-Century America. Princeton, N.J: Princeton University Press, 2003.
- Krochmal, Max. *Blue Texas: African Americans, Mexican Americans, Labor, and the Making of the Democratic Coalition*. Justice, Power, and Politics. Chapel Hill: University of North Carolina Press, 2016.
- Needham, Andrew. *Power Lines: Phoenix and the Making of the Modern Southwest*. Princeton: Princeton University Press, 2014.
- Sanchez, George J. *Becoming Mexican American: Ethnicity, Culture, and Identity in Chicano Los Angeles, 1900-1945*. New York: Oxford University Press, 1993.
- Smith, Carl. *Urban Disorder and the Shape of Belief: The Great Chicago Fire, the Haymarket Bomb, and the Model Town of Pullman*. 2nd edition. Chicago: University Of Chicago Press, 2007.
- Sugrue, Thomas J. *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*. Princeton, N.J: Princeton University Press, 1996.

Assignments & Grading

Attendance & Participation (Pass/Fail)

Attendance is mandatory. You may miss one class without incident (but please do notify me ahead of time!). Please do not miss any more, and please do not arrive late or leave early on a routine basis. Participation is also mandatory. I will do everything possible to ensure that our discussions allow sufficient space for all students to actively engage in our conversations. If you think I am failing to do this, or if you have trepidation that prevents you from being an active participant in discussion, please talk to me privately as early as possible in the semester. Likewise, I will approach you 1-on-1 if I believe your participation is unsatisfactory.

Weekly Reading Notes (50%)

The written word—and the monograph in particular—is the historian's currency. Expect to read one book and one or two supplemental essays or articles weekly. Each week you are required to write up typed notes on the main book or monograph (only) using the following format:

1. A brief annotation of each text (a few complete sentences at most for each lettered point)
 - a. a summary of the author's main arguments and/or contributions/interventions;
 - b. a concise summary of how the book fits in to the larger historiographical debates surrounding it, using the author's own introduction and conclusion and especially his/her footnotes (note: there are often several such debates/interventions surrounding a good book);
 - c. a brief part-by-part outline showing how the author proves his/her points by detailing the book's narrative arc (what happened to author's subject at the beginning, middle,

and end of the story; or, what changed over time) and listing the smaller constituent arguments and particular case studies and/or sources; and

2. Chapter-by-chapter outline & notes for each text
 - a. Write a short paragraph detailing the author's argument, interventions, and subject matter for each chapter. Focus on the chapter theses and how they help the author build up to his/her over-arching argument, interventions, and narrative arc. Conclude by briefly mentioning what sources or types of evidence the author marshals to prove his/her point.
 - b. Include roughly a ½ page of single-spaced, bulleted points listing relevant notes for each chapter: key people, places, events, laws, protests, etc.—all of the major developments or action in the story that drives the author's narrative or thesis as well as specific people/events/trends/etc.

Each weekly assignment is due in the D2L Dropbox by 11:59pm (midnight) the evening before class. Please format your documents as a Microsoft Word .doc or .docx file; do not use Mac .pages or Adobe .pdf. You must be present in class to receive full credit. There are 14 weeks on which assignments are due. You get one “freebee” for a bad weeks or absence, so you must complete this assignment satisfactorily on 13 out of 14 weeks to get 100% for this portion of your grade.

Textbook Review and Presentation (10%)

Each student will select one distinct textbook from among the leaders in the field. You must read volume 2 of your book (1865-present) and write a 600-word review that details the book's perspective and interpretations, its strengths, and its weaknesses. I suggest getting an instructor-specific examination copy so you can evaluate the authors' professed intentions alongside their narrative product. Also evaluate the supplemental resources (for both teachers and students) that accompany the book and clearly state whether you would adopt it for your own class. After reviewing the text, you will give a 15-minute presentation on it in class. The presentations will take place throughout the semester; the written reviews will be due the evening before your presentation. We will establish a schedule in the first weeks of class.

Survey Syllabus & Justification Essay (40%)

Since our focus is on synthesis and interpretation, the final evaluative exercise will require you to create a polished, personalized syllabus for the U.S. History since 1865 survey course. You may choose whether or not to include a textbook. If you do, you must also assign supplemental readings. These can be drawn from the class readings, from other books you have read, or from established course texts (such as the *Bedford Series in History and Culture*). You must also include several primary sources. As you would for a real syllabus, you'll need to add assignments and dates and all the boilerplate TCU language. This syllabus will go directly into your portfolio and hopefully help you plan for teaching your own class.

After creating the syllabus, you must also write an essay that justifies the decisions you made along the way. These include detailed discussions of periodization (What were the major turning points in the story that helped you create units? What alternatives did you reject and why?), thematic foci (What are you emphasizing and why? What are you leaving out?), and pedagogy (What assignments are you using to help students learn the material? To assess them? Why?). More important, what's your overall

point or thesis or objective? What specifically do you want students to take away from this class? What is THE over-arching theme of modern American history? (You should list some of these in the syllabus too.) To be effective, the essay will probably need to run around 10 double-spaced pages.

Required TCU Statements on Disabilities and Academic Dishonesty

Disabilities Statement

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 1010. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Academic Misconduct

Any act that violates the spirit of the academic conduct policy is considered academic misconduct. Specific examples include, but are not limited to:

- *Cheating*: Includes, but is not limited to:
 - A. Copying from another student's test paper, laboratory report, other report, or computer files and listings.
 - B. Using in any academic exercise or academic setting, material and/or devices not authorized by the person in charge of the test.
 - C. Collaborating with or seeking aid from another student during an academic exercise without the permission of the person in charge of the exercise.
 - D. Knowingly using, buying, selling, stealing, transporting or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release.
 - E. Substituting for another student, or permitting another student to substitute for oneself, in a manner that leads to misrepresentation of either or both students' work.
- *Plagiarism*: The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- *Collusion*: The unauthorized collaboration with another in preparing work offered for credit.
- *Abuse of resource materials*: Mutilating, destroying, concealing or stealing such materials.
- *Computer misuse*: Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs; terminals; or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.
- *Fabrication and falsification*: Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- *Multiple submission*: The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.

- *Complicity in academic misconduct*: Helping another to commit an act of academic misconduct.
- *Bearing false witness*: Knowingly and falsely accusing another student of academic misconduct.

Course Schedule

1. Monday, August 21 (**readings due on first day!**) / Civil War, Reconstruction, and Memory
 - a. David Blight, *Race and Reunion*
 - b. Adam Rothman, "Slavery, the Civil War, and Reconstruction," in Eric Foner and Lisa McGirr, eds., *American History Now* (2011)
2. August 28 / Industrialization & Urbanization
 - a. Carl Smith, *Urban Disorder and the Shape of Belief*, 2nd ed.
 - b. Robert D. Johnston, "The Possibilities of Politics: Democracy in America, 1877 to 1917," in *American History Now* (2011)
 - c. Lawrence Glickman, "The Cultural Turn," in *American History Now* (2011)
3. **September 4 / Labor Day – No Class**
4. September 11 / Gilded Age & Progressive Era labor & environment
 - a. Thomas Andrews, *Killing for Coal*
 - b. Sven Beckert, "History of American Capitalism," in *American History Now* (2011)
 - c. Stephen Aron, "Frontiers, Borderlands, Wests," in *American History Now* (2011)
 - d. Attend Joe Feagin lecture, CRES Speaker Series, Thursday, Sept. 14 (evening)
5. September 18 / Gilded Age & Progressive Era urban/sexuality
 - a. George Chauncey, *Gay New York*
 - b. Lisa McGirr, "The Interwar Years," in *American History Now* (2011)
6. September 25 / Borderlands & Chicano/a history
 - a. George J. Sánchez, *Becoming Mexican American*
 - b. Mae Ngai, "Immigration and Ethnic History," in *American History Now* (2011)
7. October 2 / Jim Crow
 - a. Leslie Brown, *Upbuilding Black Durham*
 - b. Kevin Gaines, "African-American History," in *American History Now* (2011)
 - c. Attend Indigenous People's Day celebration (evening of Oct. 2)
8. October 9 / New Deal / WWII
 - a. Jefferson Cowie, *The Great Exception*
 - b. Steve Fraser and Gary Gerstle, intro to *Rise and Fall of the New Deal Order*
9. **October 16 / Fall Break – No Class**
10. October 23 / Mid-Century Labor & Civil Rights
 - a. Max Krochmal, *Blue Texas*
 - b. Jacqueline Dowd Hall, "The Long Civil Rights Movement" JAH
11. October 30 / Urban Crisis → Conservatism
 - a. Thomas Sugrue, *Origins of the Urban Crisis*
 - b. Ira Katznelson, intro to *When Affirmative Action Was White*
12. November 6 / Welfare State
 - a. Jennifer Klein, *For All These Rights*
 - b. Meg Jacobs, "The Uncertain Future of American Politics, 1940 to 1973," in *American History Now* (2011)
 - c. Attend SHA in Dallas, Nov. 9 to 12 (Krochmal plenary on Thursday evening)

13. November 13 / Cold War & Feminisms
 - a. Daniel Horowitz, *Betty Friedan*
 - b. Joanne Meyerowitz, intro to *Not June Cleaver*
 - c. Rebecca Edwards, "Women's and Gender History," in *American History Now* (2011)
14. November 20 (Thanksgiving week) / Black Freedom Struggle
 - a. William H. Chafe, *Civilities and Civil Rights*
 - b. Emilye Crosby, intro to *Civil Rights History from the Ground Up*
15. November 27 / Mass Incarceration (read one and intro to other; will divide in class)
 - a. Elizabeth Hinton, *From the War on Poverty to the War on Crime*
 - b. Jordan Camp, *Incarcerating the Crisis*
 - c. Kim Phillips-Fein, "1973 to the Present," in *American History Now* (2011)
 - d. Heather Ann Thompson, "Why Mass Incarceration Matters," JAH
16. December 4 (last day of class) / Making the Modern Southwest: Suburbanization, Native Americans & Environment
 - a. Andrew Needham, *Power Lines*
 - b. Ned Blackhawk, "American Indians and the Study of U.S. History," in *American History Now* (2011)
 - c. Sarah T. Phillips, "Environmental History," in *American History Now* (2011)
17. December 11 (finals week) / Syllabus and Justification Essay Due by midnight