

SPRING 2022

PRO-SEMINAR IN AMERICAN HISTORY

HIS 5800 - 001
Dr. Camden Burd



Spring 2022
HIS 5800-001

Class Time: Thursday 7:00 – 9:30 PM

Class Location: Coleman Hall 2741

Instructor: Dr. Camden Burd

Contact: crburd@eiu.edu

Office & Office Hours: My office hours will be exclusively virtual this semester. I will offer times to meet via Zoom on Tuesdays from 2:00pm-3:00pm, Wednesdays from 3:00pm-4:00pm, and Thursday from 10:00am-12:00pm. Please email me to establish a virtual meeting.

Email Response Policy: I will try to answer emails as quickly as possible. That being said, I cannot get to every message right away. Therefore, I will commit to responding to any email within 24 hours.

COVID-19: Rules and Expectations

The University is asking all of us to take precautions to prevent the spread of COVID-19. EIU's policy is intended to protect all of us on campus, as well as the community, your roommates, and loved ones at home. EIU's COVID-19 campus practices include face coverings, when and where required, avoiding campus if sick, sanitizing surfaces, social distancing, and hand washing, all of which are based on the best available public health guidance. Everyone in the campus community is responsible for following practices that reduce risk.

- All students, regardless of vaccination status, are required to wear face coverings during class. Students may sit in any classroom seat where they are most comfortable. All reasonable efforts will be made to provide modifications to classroom seating arrangements if needed; however, this may not be possible in all situations.
- Students should not attend class if they are ill and should consult the student health clinic if they have any COVID-19-like symptoms. Accommodations for instruction and make-up work will be made for students with documented medical absences according to IGP #43: <https://castle.eiu.edu/auditing/043.php>
- If you have a health condition that may require a potential classroom accommodation or variation from current EIU COVID-19 policy, please contact Student Disability Services (studentdisability@eiu.edu or 581-6583) to determine what options may be available based on current CDC guidance.
- If you are unwilling to follow EIU's COVID-19 guidelines, you will be asked to leave class or office hours as compliance with public health guidance is essential.
- To view the latest EIU COVID-19 related information and any policy updates, please visit <https://www.eiu.edu/covid/>.

****The instructor reserves the right to make changes to the syllabus****

Course Overview

This seminar introduces students to the varied problems, debates, and historiographical trends in American history. Course readings will offer interpretations of the nation's history by focusing on various topics, eras, and interpretative frameworks. As a result, students will participate in analytical reading, critical analysis, and expository writing. The course offers broad preparation for the MA comprehensive examination in the field of American History.

Required Texts

There is only required book for this class which will be available through textbook rental:

America History Now. Edited by Eric Foner and Lisa McGirr. Philadelphia, Pennsylvania: Temple University Press, 2011.

All other readings will be digitized and available on D2L.

Assignments

There are three main components to your grade in this course:

1) Discussion (60 points)

You will come to class prepared to discuss the readings. **Every student will lead two discussions over the course of the semester.** “The class is yours, not mine; talk to each other. No personal attacks; be kind, but feel free to disagree, preferably passionately. Take personal responsibility for leading, not dominating, discussion. Listen. Think. One of you every week will start the discussion, and it will not be someone I designate. Work together; work it out. Teach yourselves; that’s what a humanist education means—that you are capable of teaching yourself new subjects of great complexity (maybe not brain surgery). You do not really need me here at all; well, maybe a little.”¹

2) Weekly Review (240 points)

Every week you will submit a review sheet based on the weekly readings. The reviews will demonstrate to me your ability to identify the authors’ arguments, breakdown a reading’s structure, and critically analyze the overall effectiveness of the texts. As a mentor once said, “I do not care whether you like the books; that is beside the point. You need to come to terms with them, while avoiding caricature and simple-minded reductionism. Try starting your analysis from a point of modesty; assume that the author is smarter than you are (not necessarily true) and knows vastly more about the subject than you do (highly likely). If the author makes an argument that seems to you wrong, try to imagine her/his rejoinder to your criticism. Then, and only then, engage in critical analysis. Assume also that you do not know how to write a book as ambitious as the ones assigned; if you ever do, we will all be very proud.”² **You will not need to do a review sheet for the class sessions where you are leading discussion.**

3) Final Historiographical Essay (100 points)

As part of the final assignment, you will complete a larger historiographical essay based on a particular era, subdiscipline, or interpretative framework that we discuss over the semester. You may select from a topic of discussion or pick something new. You will also select your topic after consultation with me. I will provide more information on this final essay as the semester progresses.

¹ This is original language often used by Professor Thomas Slaughter.

² Ibid.

Late Work and Missed Assignments

Due dates will be clearly marked in D2L and the syllabus. Deadlines are made clear at the beginning of the course which means there are few reasonable excuses for missing them. That being said, I want you to succeed in this course. If, for whatever reason, you miss an assignment or exam please reach out to me. I encourage you to practice safety and healthy choices rather than putting yourself and others at risk.

Technical Requirements and Skills

During this class you will be expected to use several digital and technical tools to access learning materials and complete assignments. You should feel comfortable in the following tasks:

- Using the learning management system
- Using email with attachments
- Creating and submitting files in commonly used word processing program formats
- Copying and pasting

Technical Support

If you need assistance with D2L, call D2L Support toll free at 1-877-325-7778. Support is available 24 hours a day, seven days a week. Email and Chat options are also available on the “My Home” page after logging into D2L. Other D2L resources including a D2L Orientation course for students are available in “My Home” page. If you are experiencing less than optimal D2L Brightspace performance, review the D2L Brightspace Performance Checklist to assess the issue.

For technical questions regarding other software, hardware, network issues, EIU NetID/password, or Panthermail, contact the ITS Helpdesk at 217-381-4357 during regular business hours or submit a help ticket at <https://techsupport.eiu.edu/>. If you have a question regarding course content, feel free to contact me.

Academic Integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU’s Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

Academic Services Support

Booth Library offers a variety of access to resources including articles, encyclopedias, books, videos, and more. You can access those materials on their website or by using the “Booth Library Services” widget on the course homepage.

Students with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by McAfee Gym, Room 1210, email studentdisability@eiu.edu, or call 217-581-6583 to make an appointment.

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student

Success Center provides individualized consultations. To make an appointment, call (217) 581-6696, or go to McAfee Gym, Room 1301.

Discussion Etiquette

Eastern Illinois University (EIU) is committed to open, frank, and insightful dialogue in all of its courses. Diversity has many manifestations, including diversity of thought, opinion, and values. We encourage all learners to be respectful of that diversity and to refrain from inappropriate commentary. Should such inappropriate comments occur, the instructor will intervene.

Week 1 (January 13) – Introductions & Expectations

Week 2 (January 20) – Questions About Colonial History

Read: Joyce E. Chaplin, “Natural Philosophy and an Early Racial Idiom in North America: Comparing English and Indian Bodies,” *The William and Mary Quarterly* 54, no. 1 (1997): 229-252.

Read: Kathleen Brown, “‘Changed... into the Fashion of Man’: The Politics of Sexual Difference in a Seventeenth-Century Anglo-American Settlement,” *Journal of the History of Sexuality* 6, no. 2 (1995): 171-193.

Read: Alan Taylor, “Squaring the Circles: The Reach of Colonial America,” *American History Now*.

Week 3 (January 27) – Making Sense of the American Revolution

Read: T.H. Breen, “Narrative of Commercial Life: Consumption, Ideology, and Community on the Eve of the American Revolution,” *The William and Mary Quarterly* 50, no. 3 (1993): 471-501.

Read: Woody Holton, “An ‘Excess of Democracy’: Or a Shortage?: The Federalists’ Earliest Adversaries,” *Journal of Early Republic* 25, no. 3 (2005): 339-382.

Read: Woody Holton, “America Revolution and Early Republic,” *American History Now*.

Week 4 (February 3) – The Civil War Era and Its Many Meanings

Read: Sven Beckert, “Emancipation and Empire: Reconstructing the World Wide Web of Cotton Production in the Age of the American Civil War,” *The American Historical Review* 109, no. 5 (2004): 1405-1438.

Read: Amy Dru Stanley, “Beggars Can’t Be Choosers: Compulsion and Contract in Postbellum America,” *The Journal of American History* 78, no. 4 (1992): 1265-1293.

Read: Adam Rothman, “Slavery, the Civil War, and Reconstruction,” *American History Now*.

Week 5 (February 10) – Gilded Age and Progressive Era

Read: Jean H. Baker, “Getting Right with Women’s Suffrage,” *The Journal of the Gilded Age and Progressive Era* 5, no. 1 (2006): 7-17.

Read: Rebecca Edwards, “Politics, Social Movements, and the Periodization of U.S. History,” *The Journal of the Gilded Age and Progressive Era* 8, no. 4 (2009): 463-473.

Read: Robert D. Johnston, “The Possibilities of Politics: Democracy in America, 1877 to 1917,” *American History Now*.

Week 6 (February 17) – The Great Depression and the New Deal

Read: Lizabeth Cohen, “Encountering Mass Culture at the Grassroots: The Experience of Chicago Workers in the 1920s,” *American Quarterly* 41, no. 1 (1989): 6-33.

Read: Excerpts from Eric Rauchway, *Why the New Deal Matters* (New Haven: Yale University Press, 2021), 1-72.

Read: Lisa McGirr, “The Interwar Years,” *American History Now*.

Week 7 (February 24) – American Fracture

Read: Thomas J. Sugrue, “Crabgrass-Roots Politics: Race, Rights, and the Reaction against Liberalism in the Urban North, 1940-1964,” *The Journal of American History* 82, no. 2 (1995): 551-578.

Read: Elizabeth Tandy Shermer, “Origins of the Conservative Ascendancy: Barry Goldwater’s Early Senate Career and the Delegitimization of Organized Labor,” *The Journal of American History* 95, no. 3 (2008): 678-709.

Read: Meg Jacobs, “The Uncertain Future of American Politics, 1940-1973,” *American History Now*.

Week 8 (March 3) – Modern America

Read: Excerpts from Bruce Schulman, *The Seventies: The Great Shift in American Culture, Society, and Politics* (New York: De Capo Press, 2002)

Read: Marjorie J. Spruill, “Gender in America’s Right Turn,” in *Rightward Bound: Making America Conservative in the 1970s*, eds. Bruce J. Schulman and Julian E. Zelizer (Cambridge, MA: Harvard University Press, 2008), 71-89.

Read: Kim Phillips-Fein, “1973 to the Present,” *American History Now*.

Week 9 (March 10) – History of Religion

Read: John T. McGreevy, “American Religion,” *American History Now*.

Read: Jon Butler, “Magic, Astrology, and the Early American Religious Tradition, 1600-1760,” *The American Historical Review* 84, no. 2 (1979): 317-346.

Read: Excerpts from Kristen Kobes Du Mez, *Jesus and John Wayne: How White Evangelicals Corrupted a Faith and Fractured a Nation* (New York: Liveright Publishing Corporation, 2020), 1-59.

Week 10 (March 17) – NO CLASS, SPRING BREAK

Week 11 (March 24) – Immigration and Ethnic History

Read: Mae M. Ngai, “The Architecture of Race in American Immigration Law: A Reexamination of the Immigration Act of 1924,” *The Journal of American History* 86, no. 1 (1999): 67-92.

Read: James R. Barrett and David Roediger, “Inbetween Peoples: Race, Nationality and the ‘New Immigrant’ Working Class,” *Journal of American Ethnic History* 16, no. 3 (1997): 3-44.

Read: Mae M. Ngai, “Immigration and Ethnic History,” *American History Now*.

Week 12 (March 31) – American Capitalism

Read: Naomi R. Lamoreaux, “Rethinking the Transition to Capitalism in the Early American Northeast,” *The Journal of American History* 90, no. 2 (2003): 437-461.

Read: Lawrence B. Glickman, “The Strike in the Temple of Consumption: Consumer Activism and Twentieth-Century American Political Culture,” *The Journal of American History* 88, no. 1 (2001): 99-128.

Read: Sven Beckert, “History of American Capitalism,” *American History Now*.

Week 13 (April 7) – African-American History

Read: Ira Berlin, Steven Hahn, Steven F. Miller, Joseph P. Reidy, Leslie S. Rowland, Jos. Dan'l Pope, Charles C. Soule, and Edward M. Stoeber, "The Terrain of Freedom: The Struggle over the Meaning of Free Labor in the U.S. South," *History Workshop* 22 (1986): 108-130.

Read: Clayborne Carson, "African-American Leadership and Mass Mobilization," *The Black Scholar* 24, no. 4 (1994): 2-7.

Read: Kevin Gaines, "African-American History," *American History Now*.

Week 14 (April 14) – Women's and Gender History

Read: Nancy F. Cott, "Marriage and Women's Citizenship in the United States, 1830-1934," *The American Historical Review* 103, no. 5 (1998): 1440-1474.

Read: E. Anthony Rotundo, "Body and Soul: Changing Ideals of American Middle Class Manhood, 1770-1920," *Journal of Social History* 16, no. 4 (1983): 23-38.

Read: Rebecca Edwards, "Women's and Gender History," *American History Now*.

Week 15 (April 21) – American Indian History

Read: Philip J. Deloria, "Four Thousand Invitations," *American Indian Quarterly* 37, no. 3 (2013): 25-43.

Read: Marsha Weisiger, "Gendered Injustice: Navajo Livestock Reduction in the New Deal Era," *Western Historical Quarterly* 38, no. 4 (2007): 437-455.

Read: Ned Blackhawk, "American Indians and the Study of U.S. History," *American History Now*.

Week 16 (April 28) – Environmental History

Read: William Cronon, "The Trouble with Wilderness; or, Getting Back to the Wrong Nature," *Environmental History* 1, no. 1 (1996): 7-28.

Read: Nancy Langston, "Thinking Like A Microbe: Borders and Environmental History," *Canadian Historical Review* 95, no. 4 (2015): 592-603.

Read: Sarah T. Phillips, "Environmental History," *American History Now*.

Final Exam (Thursday, May 5, 7:30-9:30pm)