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** 25%
(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.)

**Research Proposal (250-500 words/1-2 pages)** 5% due Feb. 6

**Research Presentation to class** 10%
(sign up in class for presentations)

**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** 5% due Feb. 6
(with 250-word statement outlining rationale behind list organization and category choices)

**Oral presentation of one debate in U.S. historiography** 10%

**Historiographical papers** 30%
(based on two categories from reading list; 1250 words/5 pages each; 2 X 15%)
**Grade Distribution**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Exemplary</td>
<td>90% &amp; above</td>
<td>A+</td>
</tr>
<tr>
<td>Superior</td>
<td>80-89%</td>
<td>A</td>
</tr>
<tr>
<td>Very Good</td>
<td>75-79%</td>
<td>B+</td>
</tr>
<tr>
<td>Good</td>
<td>70-74%</td>
<td>B</td>
</tr>
<tr>
<td>Slightly above avg.</td>
<td>65-69%</td>
<td>C+</td>
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<tr>
<td>Average</td>
<td>60-64%</td>
<td>C</td>
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<tr>
<td>Marginal</td>
<td>50-59%</td>
<td>D</td>
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<tr>
<td>Failure</td>
<td>below 50%</td>
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**Required Texts**

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


**Winter term**


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


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


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


Patricia Nelson Limerick, introduction from The Legacy of Conquest


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


Grace Hale, excerpt from Making Whiteness


Week 8 Environmental History October 31


**Week 9 Indigenous History November 7**

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

**Week 10 Food History November 14**


**Week 11 The Great Depression November 21**


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.


**Week 12 World War II November 28**


“‘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


**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)


**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

Excerpt from Tiemeyer, *Plane Queer*

Week 5  Consumption History   February 6


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


**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/](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](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](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:
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](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](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/](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](http://umanitoba.ca/student/advocacy)