

Washington State University  
College of Liberal Arts  
Department of History  
*FOUNDATIONS OF US HISTORY, 1877-PRESENT*  
Prof. Matthew A. Sutton

History 596 (3 credits)  
Fall 2009  
T 2:50-5:40  
Wilson 5

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***Course Description***

This course focuses on foundational issues in United States history. It is designed to introduce graduate students to key works, both classic and recent, in the history of the late nineteenth- and twentieth-century United States. We will explore the historiographical debates and paradigms that have shaped scholarly discussions and evaluate how historians have applied diverse methods and theoretical frameworks to the study of history. Weekly topics reflect standard as well as current trends in the literature.

***Course Texts***

- Grob, Gerald, George Athan Billias, Martha Saxton, and Francis Couvares. *Interpretations of American History. Patterns and Perspectives Volume II*, 8<sup>th</sup> edition. New York: Bedford/St. Martin's, 2008.
- Blum, Edward J. *Reforging the White Republic: Race, Religion, and American Nationalism, 1865-1898*. Baton Rouge: Louisiana State University Press, 2005.
- Borstelmann, Thomas. *The Cold War and the Color Line: American Race Relations in the Global Arena*. Cambridge, Mass: Harvard University Press, 2001.
- Capozzola, Christopher Joseph Nicodemus. *Uncle Sam Wants You: World War I and the Making of the Modern American Citizen*. Oxford: Oxford University Press, 2008.
- Cohen, Lizabeth. *A Consumers' Republic: The Politics of Mass Consumption in Postwar America*. New York: Knopf, 2003.
- Cohen, Lizabeth. *Making a New Deal: Industrial Workers in Chicago, 1919-1939*. Cambridge: Cambridge University Press, 1990.
- Gilmore, Glenda Elizabeth. *Defying Dixie: The Radical Roots of Civil Rights, 1919-1950*. New York: W.W. Norton & Co, 2008.
- Kruse, Kevin Michael. *White Flight: Atlanta and the Making of Modern Conservatism*. Princeton, N.J.: Princeton University Press, 2005.
- Logevall, Fredrik. *Choosing War: The Lost Chance for Peace and Escalation of War in Vietnam*. Berkeley: University of California, 1999.
- MacAlister, Melani. *Epic Encounters: Culture, Media, and U.S. Interests in the Middle East Since 1945*. Berkeley: Univ. of California Press, 2005.
- Moreton, Bethany. *To Serve God and Wal-Mart: The Making of Christian Free Enterprise*. Cambridge: Harvard University Press, 2009.

- Perlstein, Rick. *Nixonland: The Rise of a President and the Fracturing of America*. New York: Scribner, 2008.
- Rodgers, Daniel T. *Atlantic Crossings: Social Politics in a Progressive Age*. Cambridge, Mass: Belknap Press of Harvard University Press, 1998.
- Sugrue, Thomas J. *Sweet Land of Liberty: The Forgotten Struggle for Civil Rights in the North*. New York: Random House, 2008.
- Sanchez, George. *Becoming Mexican-American: Ethnicity, Culture and Identity in Chicano L.A., 1900-1945*. New York: Oxford University Press, 1993.
- Troy, Gil. *Morning in America: How Ronald Reagan Invented the 1980s*. Princeton, N.J.: Princeton University Press, 2005.

### ***Course Requirements***

\*\*\*All requirements must be completed to receive credit for this course.

Participation: Graduate students are expected to contribute actively to class discussions. Attendance at all meetings is therefore crucial. I expect everyone to be completely respectful of the opinions of others.

Each week, a different student will be responsible for running the discussion of the common readings. The student should open the discussion with a brief explanation of the monograph author and his/her background, including the author's training and where the work under review fits within the author's career trajectory. Second, the student leader should identify what historiographical debates the author is engaged in. Who are the major players in those debates? What are the central issues? Third, the student should summarize how other reviewers have evaluated the book under discussion—are the reviews mostly positive? Negative? What criticisms are offered? For the rest of the discussion, the student should lead his/her colleagues through a detailed discussion of the book's major arguments, evidence, and strengths and weaknesses.

Book Reviews: Each student will write reviews of two additional books from the "recommended" readings listed on the syllabus. Reviews should run from 600-900 words in length and should (1) establish the historiographical context in which the book was written; (2) summarize the author's argument/thesis; and (3) evaluate the strengths and weaknesses of that argument. See the *Journal of American History* or *American Historical Review* for examples.

Reviewers will make copies of their reviews available to the professor and his/her classmates no later than the Friday before we will be discussing the review. The reviewer will then present that review to the class and will lead a discussion on how the book under review relates to the common reading(s) for the week.

Historiographical Essay: Students will each be required to pick a different topic and set of readings from the supplemental reading list and will write a ten-to-fifteen page analysis of the literature on that topic. Students will provide copies of their essays to each member of the class.

Essays should: (1) include a clear thesis that states the overall significance of the body of literature under review; (2) establish the historiographical context in which these books were

written; (3) summarize the major arguments of each of the books; (4) evaluate the strengths and the weaknesses of the books; and (5) tie the essay together with a qualitative summary of what these readings tells us about the state of the field of that topic in modern United States history (in other words, what trends, issues, or themes are emerging from this particular body of work?). Students are also encouraged to include their own analysis and/or quotes of reviews of the books (especially from the *Journal of American History*, *American Historical Review*, and *Reviews in American History*) as appropriate in their discussions.

Papers should be carefully documented with citations made in either endnotes or footnotes (not parenthetical notes in the body of the paper). For a guide to proper citation style, see *The Chicago Manual of Style* or Kate Turabian, *A Manual for Writers* (both from the University of Chicago Press).

### ***Grade Breakdown:***

Participation: 20%

Book Reviews: 30% (15% each)

Historiographical Essay: 50%

Graduate Student Grades: To receive graduate credit for this course, your work must meet the highest standards. An “A” grade means that your work is excellent; an “A-” means that your work is fine; a “B+” means that your work is acceptable. A “B” or below means that you are not doing adequate graduate level work and that improvements must be made immediately.

### ***Students with Disabilities:***

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Disability Resource Center (DRC). All accommodations MUST be approved through the DRC (Admin Annex Bldg, Room 205). Please stop by or call 509-335-3417 to make an appointment with a disability specialist. If you have questions, please contact Rosie Pavlov at [pavlovr@wsu.edu](mailto:pavlovr@wsu.edu) or 335-3417. Additional information is available on the DRC website at [www.drc.wsu.edu](http://www.drc.wsu.edu).

### ***Campus Safety:***

Washington State University is committed to maintaining the safety of the students, faculty, staff, and visitors to the Pullman campus. As part of this commitment, the university has prepared this Campus Safety Plan, containing a comprehensive listing of university policies, procedures, statistics and information relating to campus safety, emergency management and the health and welfare of the campus community. For more information see: <http://safetyplan.wsu.edu/> and <http://oem.wsu.edu/emergencies>.

### ***Academic Honesty:***

All members of the academic community at WSU are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one's work honestly. Misrepresentation is cheating since it means the student is claiming credit for ideas or work not actually his or her own and is thereby seeking a grade that is not actually earned.

Plagiarism is using someone else's work or ideas without giving that person credit. By doing this, a student is, in effect, claiming credit for someone else's thinking. Whether the student has read or heard the information used, the student must document the source of information. When dealing with written sources, a clear distinction should be made between quotations, which reproduce information from the source word-for-word within quotation marks, and paraphrases, which digest the source of information and produce it in the student's own words. Both direct quotations and paraphrases must be documented. Even if a student rephrases, condenses or selects from another person's work, the ideas are still the other person's and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the Internet without attribution and handing it in as one's own work is plagiarism.

Any student who plagiarizes will receive a failing grade for this course and will face additional discipline from the Office of Student Conduct.

### **Course Schedule:**

#### **WEEK 1 (8/25): RECONSTRUCTION**

Blum, *Reforging the White Republic*.  
*Interpretations of American History*, chapters 1 and 2.

#### **WEEK 2 (9/1): PROGRESSIVISM**

Rodgers, *Atlantic Crossings*.  
*Interpretations of American History*, chapter 6.

Recommended:

Chandler, Alfred D. *The Visible Hand: The Managerial Revolution in American Business*. Cambridge, Mass: Harvard University Press, 1977.  
Wiebe, Robert H. *The Search for Order, 1877-1920*. New York: Hill and Wang, 1967.

#### **WEEK 3 (9/8): WORLD WAR I**

Capozzola, *Uncle Sam Wants You*.  
*Interpretations of American History*, chapter 4.

Recommended:

Kennedy, David M. *Over Here: The First World War and American Society*. New York: Oxford University Press, 1980.

Putney, Clifford. *Muscular Christianity: Manhood and Sports in Protestant America, 1880-1920*. Cambridge, Mass: Harvard University Press, 2001.

#### **WEEK 4 (9/15): RACE AND IMMIGRATION**

Sanchez, *Becoming Mexican-American*.  
*Interpretations of American History*, chapter 5.

Recommended:

Foley, Neil. *The White Scourge: Mexicans, Blacks, and Poor Whites in Texas Cotton Culture*. Berkeley: University of California Press, 1998.

Roediger, David R. *The Wages of Whiteness: Race and the Making of the American Working Class*. London: Verso, 1991.

#### **WEEK 5 (9/22): THE NEW DEAL**

Cohen, *Making a New Deal: Industrial Workers in Chicago, 1919-1939*.  
*Interpretations of American History*, chapter 7.

Recommended:

Brinkley, Alan. *Voices of Protest*. New York: Vintage Books, 1982.

Gregory, James N. *American Exodus: The Dust Bowl Migration and Okie Culture in California*. New York: Oxford University Press, 1989.

#### **WEEK 6 (9/29): WORLD WAR II AND CIVIL RIGHTS**

Gilmore, *Defying Dixie: The Radical Roots of Civil Rights, 1919-1950*.  
Hall, Jacquelyn Dowd. "The Long Civil Rights Movement and the Political Uses of the Past." *Journal of American History* 91, no. 4 (March 2005): 1233-1263.

Recommended:

Fleming, Thomas J. *The New Dealers' War: Franklin D. Roosevelt and the War Within World War II*. New York: Basic Books, 2001.

Meyer, Leisa D. *Creating GI Jane: Sexuality and Power in the Women's Army Corps During World War II*. New York: Columbia University Press, 1996.

Milkman, Ruth. *Gender at Work: The Dynamics of Job Segregation by Sex During World War II*. Urbana: University of Illinois Press, 1987.

#### **WEEK 7 (10/6): THE FIFTIES**

Cohen, *A Consumers' Republic: The Politics of Mass Consumption in Postwar America*.  
Griffith, R. Marie. "The Religious Encounters of Alfred C. Kinsey." *The Journal of American History* 95:2 (September 2008): 349-377.

Recommended:

May, Elaine Tyler. *Homeward Bound: American Families in the Cold War Era*. New York: Basic Books, 1988.

Nicolaides, Becky M. *My Blue Heaven: Life and Politics in the Working-Class Suburbs of Los Angeles, 1920-1965*. Chicago: University of Chicago Press, 2002.

Rome, Adam Ward. *The Bulldozer in the Countryside: Suburban Sprawl and the Rise of American Environmentalism*. Cambridge: Cambridge University Press, 2001.

### **WEEK 8 (10/13): THE COLD WAR**

Borstelmann, *The Cold War and the Color Line. Interpretations of American History*, chapter 8.

Recommended:

Hogan, Michael. *A Cross of Iron: Harry S. Truman and the Origins of the National Security State, 1945-1954*. New York: Cambridge University Press, 1998.

Hunt, Michael. *Ideology and US Foreign Policy*. New Haven: Yale University Press, 1987.

### **WEEK 9 (10/20): THE US AND THE MIDDLE EAST**

MacAlister, *Epic Encounters*.

“History and September 11: Introduction and Round Table.” *The Journal of American History* 89:2 (September 2002): 413-465.

Recommended:

Farber, David R. *Taken Hostage: The Iran Hostage Crisis and America's First Encounter with Radical Islam*. Princeton, NJ: Princeton University Press, 2005.

Suri, Jeremi. *Henry Kissinger and the American Century*. Cambridge, Mass: Belknap Press of Harvard University Press, 2007.

### **WEEK 10 (10/27): VIETNAM**

Logevall, *Choosing War*.

“History and September 11: Introduction and Round Table.” *The Journal of American History* 89:2 (September 2002): 466-511.

Recommended:

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

Young, Marilyn B. *The Vietnam Wars, 1945-1990*. New York: HarperCollins, 1991.

Sherry, Michael S. *In the Shadow of War: The United States Since the 1930s*. New Haven: Yale University Press, 1995.

### **WEEK 11 (11/3): CIVIL RIGHTS, II**

Sugrue, *Sweet Land of Liberty*.

*Interpretations of American History*, chapter 9.

Recommended:

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

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

### **WEEK 12 (11/10): THE SEVENTIES**

Perlstein, *Nixonland*.

*Interpretations of American History*, chapter 10.

Recommended:

Crespino, Joseph. *In Search of Another Country: Mississippi and the Conservative Counterrevolution*. Princeton, N.J.: Princeton University Press, 2007.

Schulman, Bruce. *The Seventies: The Great Shift in American Culture, Society, and Politics*. New York: The Free Press, 2001.

### **WEEK 13 (11/17): THE NEW ECONOMY**

Moreton, *To Serve God and Wal-Mart: The Making of Christian Free Enterprise*.

Shermer, Elizabeth Tandy. "Origins of the Conservative Ascendancy: Barry Goldwater's Early Senate Career and the De-legitimization of Organized Labor." *The Journal of American History* 95:3 (December 2008): 678-709.

Recommended:

Ruíz, Vicki. *Cannery Women, Cannery Lives: Mexican Women, Unionization, and the California Food Processing Industry, 1930-1950*. Albuquerque: University of New Mexico Press, 1987.

Lichtenstein, Nelson. *State of the Union: A Century of American Labor*. Princeton: Princeton University Press, 2002.

### **WEEK 14 (12/1): THE NEW RIGHT**

Kruse, *White Flight: Atlanta and the Making of Modern Conservatism*.

Robert J. Norrell, "Modern Conservatism and the Consequences of Its Ideas," *Reviews in American History* 36:3 (2008): 456-467.

Recommended:

Carter, Dan T. *The Politics of Rage: George Wallace, the Origins of the New Conservatism, and the Transformation of American Politics*. New York: Simon & Schuster, 1995.

Critchlow, Donald T. *The Conservative Ascendancy: How the GOP Right Made Political History*. Cambridge, Mass: Harvard University Press, 2007.

### **WEEK 15 (12/8): THE EIGHTIES**

Troy, *Morning in America: How Ronald Reagan Invented the 1980s*.

*Interpretations of American History*, chapter 11.

Recommended:

Ehrman, John. *The Eighties: America in the Age of Reagan*. New Haven: Yale University Press, 2005.

Wilentz, Sean. *The Age of Reagan: A History, 1974-2008*. New York, NY: Harper, 2008.

Spanish Programmatic in Latin American dialect is intended to lead you to a minimum professionally useful level of proficiency. The course offers five learning modes as follows: introduction, dialogue, grammatical practice, variations, and application. The first 20 units of volume 1 emphasize word and phrase structure. The remaining units expand the vocabulary and further develop verb morphology. The best time of the year in England is spring (of course, it rains in spring, too). The two worst months in Britain are January and February. They are cold, damp, and unpleasant. The best place in the world then is at home by the fire. Summer months are rather cold and there can be a lot of rainy days. So most people, who look forward to summer holidays, plan to go abroad for the summer, to France or somewhere on the Continent. The most unpleasant aspects of the weather in England are fog and smog. Text as Data Course Taught at Yale University, November 15 2019. 30 commits. 1 branch. The course requires absolutely no previous experience with working with texts. But it does require some experience working with R. In particular, you will get most out of the course if you have taken at least one undergraduate or graduate class that involved the use of R. Location. Luce Hall, Room 202.