This reading seminar will examine the secondary literature on U. S. politics and social movements in the twentieth century. We will consider the form and substance of historical scholarship on the subject broadly defined, examining the key historiographical and theoretical debates in the field. Students are expected to participate actively in the weekly discussions of the reading and to write a series of short analyses of the assigned books and articles. This course is not limited to graduate students in history; graduate students in related fields are quite welcome.

Follett’s and University Bookstore have ordered the following books for the course. Feel free to purchase used copies wherever you may find them. Other required readings are cited below and are available without cost in electronic format either on the Blackboard course site or through Purdue Libraries.

3. Jennifer Klein, *For All These Rights: Business, Labor and the Shaping of America’s Public-Private Welfare State*  

**Week 1 (August 25)—Introductions**

**Week 2 (September 1)—Progressive Movements**

Michael McGerr, *A Fierce Discontent: The Rise and Fall of the Progressive Movement in America, 1870-1920*  

**Week 3 (September 8)—Immigration and Citizenship**


**Week 4 (September 15)—Political Economy and Citizenship in the New Deal Era**

Jennifer Klein, *For All These Rights: Business, Labor and the Shaping of America’s Public-Private Welfare State*

**Week 5 (September 22) — Politics of Consumption**

**Week 6 (September 29) — Gender, Sexuality, and the State**
Margot Canaday, *The Straight State: Sexuality and Citizenship in Twentieth Century America*

**Week 7 (October 6) — Race and Gender Politics at Mid-Century**
Lisa Leventstein, *A Movement without Marches: African American Women and the Politics of Poverty in Postwar Philadelphia*

**Week 8 (October 13) — Black Freedom Movement**
Raymond Arsenault, *Freedom Riders: 1961 and the Struggle for Racial Justice*

**Week 9 (October 20) — Politics of Race and Place in the North**
Robert O. Self, *American Babylon: Race and the Struggle for Postwar Oakland*

**Week 10 (October 27) — no class meeting**

**Week 11 (November 3) — Other Sixties/Seventies Movements**
Here are six recent articles on movements of the 1960s-1970s. Those by Matt Lassiter, Michelle Nickerson, and James Turner are important in the new history of conservatism. The articles by Adam Rome, Kevin Mumford and Marc Rodriguez offer fresh perspectives on other but related movements. I would like you to consider these six articles but also scan the table of contents of other journals for the last several years and select articles of particular interest to you. Be prepared to share the results of your search with the seminar.


**Week 12 (November 10) — Feminist Movement**

All read these two historiographical articles:


Then select at least six of the following recent articles:


Jennifer Nelson, “‘All this that has happened to me shouldn’t happen to nobody else’: Loretta Ross and the Women of Color Reproductive Freedom Movement of the 1980s,” *Journal of Women’s History* 22 (Fall 2010): 136-60.


Kathleen M. Barry, “‘Too Glamorous to be Considered Workers’: Flight Attendants and Pink-Collar Activism in Mid-Twentieth Century America,” *Labor* 3 (Fall 2006): 119-138.


**Week 13 (November 17) — Class Politics in the Seventies**


**Week 14 (November 24) — Thanksgiving/no class meeting**

**Week 15 (December 1) — Religion, Politics and Culture at the End of the Century**


Articles to be announced
ASSIGNMENTS

Reading:
The reading consists of a monograph (and a historiographical article or two) each week, with the exception of Weeks 11 and 12, when you’ll select articles from a longer list. Active, critical discussion in class will play an important role in this course. Participation in the seminar is essential to the teaching/learning process and to your grade. It is not so much that I want you to speak for the sake of speaking, but that I want you to accept some responsibility for engaging others and for the energy and focus of the seminar. Some people will always be shyer and some more talkative than others but everyone should come prepared each week having not only read the assigned materials, but also having thought about them and prepared some questions or responses—even if you choose not to submit a reading response paper or review essay that week.

Writing:
The writing assignments will be discussed in greater detail in class, but here are some observations about their goals and purposes. Among the questions we will ask of our readings, both individually and collectively, are: what approaches do the authors take methodologically and theoretically? What historiographical traditions do the books follow or reshape? What sources do they use and how do they use them? What contributions do the books and articles make to social history, political history, social movement history, legal history, labor history, gender history and other historical sub-specialties? These sorts of questions should drive your writing for the course, both the more informal response papers and the more formal critiques.

■ Every week, please email one-to-three discussion questions to the class using the course email list—fall-2011-hist-65100-001@lists.purdue.edu—by Wednesday at 3 pm. These questions should relate to what you’ve read, can be cumulative—bringing in previous weeks’ reading—and should be designed to stimulate group discussion and/or to clarify significant issues.

■ In seven of the twelve weeks you will submit a 2 pp. /550 word response to the reading. You decide which weeks you will submit responses and which weeks you will not. These responses are due in electronic or hard copy at the start of class. In these more informal response papers you may do any number of things. You should do more than write a précis (abstract or summary) of what you’ve read. Instead, consider how the historian treats certain themes or sources. What did you find most interesting and compelling? What was successful? What was less effective in argument, evidence, and execution? You could explicitly compare and contrast the arguments or frameworks of different historians. You could respond to one or more of the goals mentioned in the writing paragraph above. Remember that these are informal writing exercises. Relax and take risks. But please don’t just free associate—keep your eye on specific readings. The responses should provide the basis for your participation in discussion.

■ In two other of the twelve weeks you will write a 4 pp. /1000 word comparative analysis of the reading for any two weeks. These two papers should be more formal review essays similar in design and content to book reviews for journals like the Journal of American History, Reviews in American History and American Quarterly. These essays are due (electronic format—email attachments are okay) by the Monday following the seminar meeting in which we discussed the second of the two books.

GRADING

Class discussion (12 meetings): \( \text{45 per cent} \)
Reading responses (7 of 12 weeks): \( \text{35 per cent} \)
Review essays (2 of 12 weeks): \( \text{20 per cent} \)