

SPRING 2025

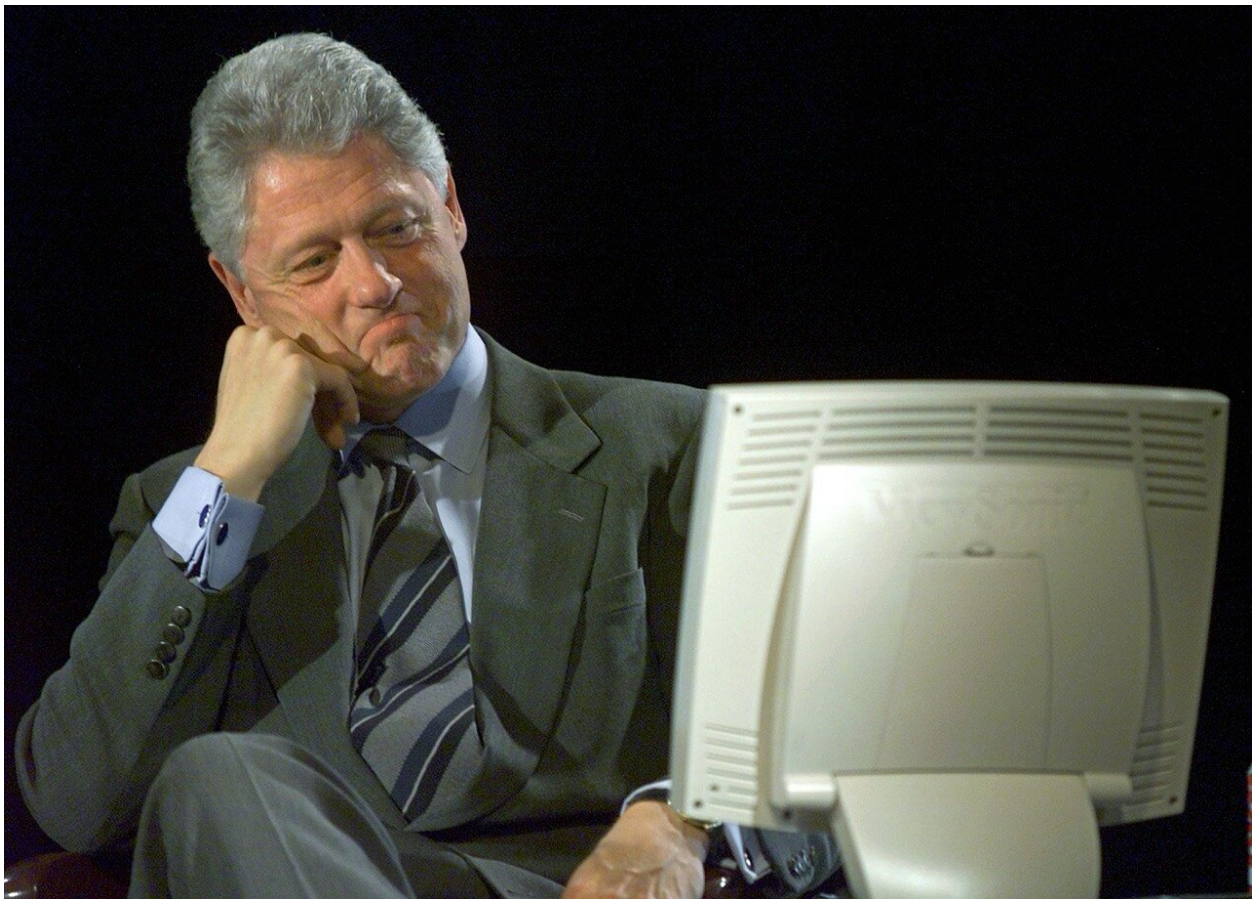
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# RESEARCH SEMINAR MODERN U.S. HISTORY

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HIST 8000-001

Dr. Burd



**CLEMSON**  
UNIVERSITY

## Seminar in U.S. History

HIST 8000-001

Spring 2025

**Class Location:** Hardin Hall 230

**Meeting Times:** Monday, 5:45-8:30pm

### Dr. Burd

**Office Number:** Hardin Hall 014

**Student Hours Policy:** I will be in my office, with the door open, on Monday, Wednesdays, and Fridays mornings from 11:00am-12:00pm. This is meant to be a space where you can drop-in, chat, or ask questions about the course. I can also meet virtually or face-to-face with proper planning. Please email me to establish a time to meet.

**Office Phone Number:** My office does not have a phone but if for some reason you need to reach me via phone, call the History Department: (864)656-3153.

**Email:** [cburd@clermson.edu](mailto:cburd@clermson.edu)

**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 on weekdays.

**Course Description:** In this course students will read and discuss new works that deal with some aspect of Modern American History. In doing so, they will engage and situate the scholarship within broader historiographical trends. Additionally, students will be tasked to research and write an original paper dealing with some aspect of Modern American History.

**Course Overview:** This course introduces graduate students to major themes and debates among historians of the modern United States. In addition to seminar discussion all students will be required to research and write an original seminar paper related to some aspect of the course.

### Learning Objectives:

- Survey recent and influential works dealing with United States History since the Reconstruction era.
- By understanding these works you should be able to comprehend and criticize related works.
- Write an original research paper that is situated with the appropriate historiography.

**Required Texts:** Many of the readings will be available through Cooper Library and/or Canvas.

The following items you will need to acquire on your own:

[Click Here for Link to Bookstore](#)

- Christopher Lasch, *Plain Style: A Guide to Written English*, ed. Stewart Weaver (Philadelphia: University of Pennsylvania Press, 2002).
- Manisha Sinha, *The Rise and Fall of the Second American Republic: Reconstruction, 1860-1920* (New York: W.W. Norton & Company, 2024).

- William J. Novak, *New Democracy: The Creation of the Modern American State* (Cambridge: Harvard University Press, 2022).
- Caroline Grego, *Hurricane Jim Crow: How the Great Sea Island Storm of 1893 Shaped the Lowcountry South* (Chapel Hill: University of North Carolina Press, 2022).
- Max Fraser, *Hillbilly Highway: The Transappalachian Migration and the Making of a White Working Class* (Princeton: Princeton University Press, 2023).
- Elizabeth Hinton, *America on Fire: The Untold History of Police Violence and Black Rebellion Since the 1960s* (New York: W.W. Norton & Company, 1991).
- Gabriel Winant, *The Next Shift: The Fall of Industry and the Rise of Health Care in Rust Belt America* (Cambridge: Harvard University Press, 2021).
- Gary Gerstle, *The Rise and Fall of the Neoliberal Order: Americans and the World in the Free Market Era* (New York: Oxford University Press, 2022).

### **Assignments**

**Discussion and Attendance (20%)** You will come to class prepared to discuss the readings. Each week, a student will be tasked to lead the discussion. 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. 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.

**Research Topic & Proposal Assignment (10%)** You will write a statement (c. 400-450 words) explaining a historical topic you're interested in exploring in your research paper. Explain your interest in the topic and what you hope to investigate further. Additionally, you will identify four primary and four secondary sources relevant to this topic.

**Research Update & Bibliography Assignment (10%)** You will write a statement (c. 600-750 words) explaining your specific research topic and plan for conducting research. You should discuss relevant historical background but also make clear what key issues/questions you intend to explore. Additionally, you will submit a bibliography, divided into primary and secondary sources (at least ten sources total). Each item in the bibliography must be annotated; in other words, include a paragraph-length description that summarizes what the item is and why it is relevant to your research. Be sure to explain briefly the perspective/point of view of primary sources and the arguments/interpretations of secondary sources. Use Chicago style for citations.

**Paper Critique Assignment (10%)** You will read another student's draft paper. In class, you will present the paper (identify its main argument and sources) and then critique the paper. This includes describing the paper's strengths as well as identifying potential weaknesses. The best critiques will also offer concrete advice as to how the paper can be revised and improved. You will deliver your critiques orally, in class.

**Final Research Paper (50%)** Write a research paper on a topic of your choice relating to modern U.S. history in consultation with the instructor. Your paper must be original and use primary sources and relevant secondary sources to make a historical argument grounded in appropriate historiography.

### **Grading**

This course follows the Clemson University Grading scale:

A	4.0	C+	2.34
A-	3.66	C	2
B+	3.34	C-	1.66
B	3	D	1
B-	2.66	F	0

I will work as quickly as possible to return grade materials to you. You can expect to have graded materials within 10 days of completion.

### **Absence Policy & Late Work**

Due dates for assignments are clearly marked on the syllabus and in Canvas 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 within 24 hours with proper documentation. We will establish time for you to complete the missed activity or exam.

### **Academic Honesty and AI**

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. Plagiarism, which includes the intentional or unintentional copying of language, structure, or ideas of another and attributing the work to one's own efforts. Graded works generated by artificial intelligence or ghostwritten (either paid or free) are expressly forbidden. The use of artificial intelligence (AI) tools are not permitted for any work in this course, even with proper documentation and citation. I am interested in your ideas, interpretations, and voice. Therefore, the use of AI tools directly conflicts with the goals of the course.

### **Accessibility**

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities. Students who experience a barrier to full access to this class should let the instructor know and are encouraged to request accommodations through SAS (Student Accessibility Services) as soon as possible.

To request accommodations through SAS, please see this link:

[www.clemson.edu/academics/student-accessibility-services/how-to-register/requesting-accommodations](http://www.clemson.edu/academics/student-accessibility-services/how-to-register/requesting-accommodations).

You can also reach out to SAS with questions by calling 864-656-6848, email [CUSAS@clemson.edu](mailto:CUSAS@clemson.edu) or visiting SAS at the ASC Suite 239. Contact the office for the most updated drop-in schedule if you would prefer not to schedule an appointment.

### **The Clemson University Title IX Statement Regarding Non-Discrimination**

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy or related conditions (including pregnancy, childbirth, termination of pregnancy, lactation, recovery from the foregoing, or medical conditions related to the foregoing), national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sex discrimination (including sex-based harassment and sexual violence) as mandated by Title IX of the Education Amendments of 1972. This Title IX policy is located on the Access Compliance and Education website. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Assistant Vice President of Equity Compliance. Her office is located at 223 Brackett Hall, 864-656-3181 and her email address is [alesias@clemson.edu](mailto:alesias@clemson.edu). Remember, email is not a fully secured method of communication and should not be used to discuss Title IX issues.

Clemson University aspires to create a diverse community that welcomes people of different races, cultures, ages, genders, sexual orientation, religions, socioeconomic levels, political perspectives, abilities, opinions, values and experiences.

### **Emergency Preparation**

Emergency procedures have been posted in all buildings and on all elevators. All students and employees should be familiar with guidelines from Clemson University Public Safety. Clemson University is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of the community, we encourage you to take the following actions to be better prepared in case of an emergency:

1. Familiarize yourself with all possible exits, safer locations, and other key information on the emergency evacuation maps in this building, and those that you visit regularly.
2. Make a plan for how you would Run, Hide, and Fight in case of an active threat in this building, and those that you visit regularly. For example:
  - a) Run – what are all the possible exits in this building, and the routes to them?
  - b) Hide – what are the potential hiding locations in this room and building that are out of sight of doors and windows, how do you lock the door(s), how would you barricade the door(s) and windows, where do you turn off the lights?

- c) Fight – What tools are available in this room and building, should you have to fight?
3. Ensure you are signed up for emergency alerts. Alerts are only sent when there is a potential threat to safety, a major disruption to campus services, and once-monthly tests.
4. Download the Rave Guardian app to your phone.  
(<https://www.clemson.edu/cusafety/cupd/rave-guardian/>)
5. Learn what you can do to prepare yourself for the hazards that affect our locations.  
(<http://www.clemson.edu/cusafety/EmergencyManagement/>)

## **COURSE SCHEDULE**

### **January 13: Introductions & Expectations**

**Read:** Christopher Lasch, *Plain Style: A Guide to Written English*, ed. Stewart Weaver (Philadelphia: University of Pennsylvania Press, 2002).

### **January 27: Searching for Freedom in Postbellum America**

**Read:** Manisha Sinha, *The Rise and Fall of the Second American Republic: Reconstruction, 1860-1920* (New York: W.W. Norton & Company, 2024).

**Read:** Eric Foner, “The Meaning of Freedom in the Age of Emancipation,” *The Journal of American History* 81, no. 2 (1994): 435-460.

**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:** 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.

### **February 3: Reform, Reformers, and the State at the Turn of the 20<sup>th</sup> Century**

**Read:** William J. Novak, *New Democracy: The Creation of the Modern American State* (Cambridge: Harvard University Press, 2022).

**Read:** Maureen A. Flanagan, “Gender and Urban Political Reform: The City Club and the Women’s City Club in the Progressive Era,” *The American Historical Review* 95, no. 4 (1990): 1032-1050.

**Read:** Daniel T. Rodgers, “Worlds of Reform,” *OAH Magazine of History* 20, no. 5 (2006): 49-51, 53-54.

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

### **February 10: Society and Culture in Postwar America**

**Read:** Max Fraser, *Hillbilly Highway: The Transappalachian Migration and the Making of a White Working Class* (Princeton: Princeton University Press, 2023).

**Read:** Lizabeth Cohen, “From Town Center to Shopping Center: The Reconfiguration of Community Marketplaces in Postwar America,” *The American Historical Review* 101, no. 4 (1996): 1050-1081.

**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:** Allison Graham, “Red Necks, White Sheets, and Blue States,” in *The Myth of Southern Exceptionalism*, eds. Matthew D. Lassiter and Joseph Crespino (New York: Oxford University Press, 2010), 143-164.

**DUE: RESEARCH TOPIC & PROPOSAL ASSIGNMENT**

**February 17: Nature & Society**

**Read:** Caroline Grego, *Hurricane Jim Crow: How the Great Sea Island Storm of 1893 Shaped the Lowcountry South* (Chapel Hill: University of North Carolina Press, 2022).

**Read:** Andy Horowitz and Jacob A.C. Remes, “Introducing Critical Disaster Studies,” in *Critical Disaster Studies*, eds. Andy Horowitz and Jacob A.C. Remes (Philadelphia: University of Pennsylvania Press, 2021), 1-11.

**Read:** Sarah T. Phillips, “Environmental History,” in *American History Now*, eds. Eric Foner and Lisa McGirr (Philadelphia: Temple University Press, 2011), 285-313.

**February 24: Race, Society, and the State in the 1960s and Beyond**

**Read:** Elizabeth Hinton, *America on Fire: The Untold History of Police Violence and Black Rebellion Since the 1960s* (New York: W.W. Norton & Company, 1991).

**Read:** Heather Ann Thompson, “Why Mass Incarceration Matters: Rethinking Crisis, Decline, and Transformation in Postwar American History,” *The Journal of American History* 97, no. 3 (2010): 703-734.

**Read:** Jacquelyn Dowd Hall, “The Long Civil Rights Movement and the Political Uses of the Past,” *The Journal of American History* 91, no. 4 (2005): 1233-1263.

**Read:** “Roundtable: Defining the Black 1980s,” *The Journal of African American History* 108, no. 3 (347-368): 347-368.

**March 3: Economy, Work, and Politics**

**Read:** Gabriel Winant, *The Next Shift: The Fall of Industry and the Rise of Health Care in Rust Belt America* (Cambridge: Harvard University Press, 2021)

**Read:** Jefferson Cowie, “Dead Man’s Town: ‘Born in the U.S.A.’ Social History, and Working-Class Identity,” *American Quarterly* 58, no. 2 (2006): 353-378.

**Read:** Shane Hamilton, “The Populist Appeal of Deregulation: Independent Truckers and the Politics of Free Enterprise, 1935-1980,” *Enterprise & Society* 10, o. 1 (2009): 137-177.

**Read:** Kim Phillips-Fein, “Conservatism: A State of the Field,” *The Journal of American History* 98, no. 3 (723-743).

**DUE: INDIVIDUAL MEETING WITH INSTRUCTOR (BEFORE MARCH 14)**

**March 10: The History of Today**

**Read:** Gary Gerstle, *The Rise and Fall of the Neoliberal Order: Americans and the World in the Free Market Era* (New York: Oxford University Press, 2022).

**Read:** Bethany E. Morton, "The Soul of Neoliberalism," *Social Text* 25, no. 3 (2007): 103-123.

**Read:** Alejandra Marchevsky and Jeanne Theoharis, "Welfare Reform, Globalization, and the Racialization of Entitlement," *American Studies* 41, no. 2/3 (2000): 235-265.

**Read:** Andrew C. McKeivitt, "'Watching War Made Us Immune': The Popular Culture of the Wars," *Understanding the U.S. Wars in Iraq and Afghanistan*, eds. Beth Bailey and Richard H. Immerman (New York: New York University Press, 2015), 238-258.

**DUE: INDIVIDUAL MEETING WITH INSTRUCTOR (BEFORE MARCH 14)**

**March 17: NO CLASS – SPRING BREAK**

**March 24: NO CLASS, RESEARCH & WRITE!**

**March 31: NO CLASS, RESEARCH & WRITE!**

**DUE: RESEARCH PROPOSAL UPDATE & ANNOTATED BIBLIOGRAPHY**

**April 7: NO CLASS, RESEARCH & WRITE!**

**DUE: MEET WITH INSTRUCTOR**

**April 14: Peer Review in Class**

**April 21: NO CLASS, RESEARCH & WRITE!**

**DUE: MEET WITH INSTRUCTOR**

**April 28: FINAL ESSAYS DUE, 11:59PM**