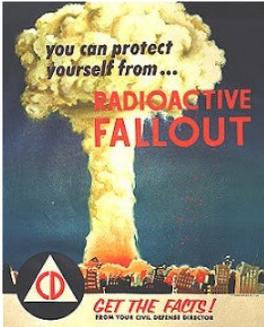


HIST 2440: U.S. Society and Politics Since 1945



Spring 2019

Mondays and Wednesdays from 2:30 – 3:45pm in Chapman 235

Dr. Lauren Turek

Office: Chapman 220D

Office Hours: Mondays and Wednesdays 12:30-2pm and by appointment

Lturek@trinity.edu

Office Phone: 210-999-7625

COURSE DESCRIPTION

This course delves into the history of the United States since 1945, the period during which the nation rose to global superpower status. Throughout the semester, we will explore how politics, foreign policy, and culture interacted to shape American society and the role of the United States in the world. We will trace American engagement abroad, considering U.S. efforts to guide the post-WWII order, the conflicts that defined the Cold War, and the global proliferation of U.S. culture, consumer goods, and capital. We will also look at developments at home, including the civil rights movement and other social movements, Cold War liberalism and the rise of conservatism, the transformation of the U.S. economy, and the culture wars of the 1980s and 1990s. As we move into the present day, we will use this historical background to contextualize the major events of the last two decades, from the terrorist attacks on 9/11 and subsequent wars in the Middle East to the financial collapse and great recession that began in 2007.

COURSE FORMAT

This course is designed to prepare students for upper-level history courses by teaching the skills and methods that are fundamental to the historical discipline. It will run as a discussion-driven seminar centered on the exploration of the day's readings, complemented by interactive lectures and in-class workshops where appropriate. Our course readings will introduce you to innovative scholarly works, which will inform our understanding of key historical themes and help give you some ideas on how to approach your research paper. We will also examine a variety of primary documents and multimedia resources, including government documents, speeches, newspapers, periodicals, films, songs, and artifacts to immerse ourselves in the culture and politics of modern America. These secondary and primary readings will expose you to conflicting and at times controversial interpretations of the historical events under consideration; students are expected to think critically about these divergent interpretations in their written work as well in our in-class discussions. As a four-credit-hour course, twelve hours per week of student academic work is expected as per university guidelines.

LEARNING OUTCOMES

This course is designed to meet the requirements of the Written Communication (WC) Core Capacity. As such, by the end of this course students will have demonstrated the ability to:

1. write a sustained academic work with appropriate use of evidence and developed reasoning to support an argument;
2. improve their writing in response to feedback;
3. craft prose that conforms to the conventions of the historical discipline.

COURSE REQUIREMENTS

Participation: This is a discussion intensive course which requires active participation in class and careful engagement with the assigned texts. I expect you to have completed the assigned reading prior to class so that you can come to each meeting ready to explore the day's topic in depth. This course will focus on the exchange of ideas, and it is crucial that students come prepared for active, engaged discussion.

Primary Source Analysis: I will share a selection of primary documents that reflect on aspects of American life during the 1950s and 1960s. You will select the source that you find most interesting and write a 2- to 3-page essay that analyzes and contextualizes it. In your analysis, I expect you to briefly summarize the source (no more than half a page) and offer your critical interpretations as to what the source says about the larger historical moment. What can historians learn from this document? This assignment will build on the primary source analyses we will do in class and will prepare you for the research paper. Your analysis will be due by class time on **Wednesday, February 27**.

Secondary Source Review: You will submit a 3- to 4-page critical review of a secondary source from the first eleven weeks of course readings. The review should summarize the argument of the source in less than half a page, then offer critical insights on the source. This should take the form of an evaluation of the author's thesis, argument, evidence, and contribution to scholarship. Your review will be due by class time on **Wednesday, March 27**.

Final Research Paper: Students will submit a final paper of 10- to 12-pages. This paper should draw on primary source material and relevant secondary sources to make a significant historical argument. Students will select a topic of interest related to the history of modern America and develop it in consultation with the professor. Further instructions will be distributed in class.

Each student will do a **ten-minute presentation** in Week 16 summarizing their paper's argument, the significance of the argument, and the evidence for the argument. The class will then spend five minutes in question and answer on each paper. The presentation is worth **10 percent** of the final grade while the written assignment is worth **35 percent**. The final paper is due as a word .doc or .pdf via TLEARN by 5 p.m. on **Friday, May 10**.

POLICIES FOR WRITTEN WORK

Formatting. All written work must:

- be double-spaced in Times New Roman 12-point font with one-inch margins on each side
- include page numbers
- be submitted in .doc or .pdf format on TLEARN

If an assignment does not meet these formatting guidelines, I will return it to you and ask you to reformat it and resubmit it. The resubmitted assignment will be subject to a late penalty.

Citations. All sources **MUST be cited according to Chicago Notes-Bibliography style guidelines**. Citation guidelines are available at <https://lib.trinity.edu/citing-sources/chicago-notes-bibliography/>. You can also consult the 16th edition of the Chicago Manual of Style, available at Coates Library in the reference section and online through the library catalog.

Late Work. Papers turned in after the deadline will be considered late. Late papers will be penalized 2 grades per day (e.g. A- to B, B to C+). If you think you might need an extension on a major assignment due to your workload, let me know as soon possible. Requests for extensions are granted at my discretion; requests for extensions made within 24 hours of the due date will be granted only in exceptional circumstances (i.e. major injury, family crisis, etc.).

GRADING

The final course grade will be determined as follows:

Participation:	25%	Research Paper Presentation:	10%
Primary Source Essay:	15%	Research Paper:	35%
Secondary Source Essay:	15%		

ACADEMIC HONOR CODE

All students are covered by a policy that prohibits dishonesty in academic work. Students who are under the Honor Code are required to pledge all written work that is submitted for a grade: “On my honor, I have neither given nor received any unauthorized assistance on this work” and their signature. The pledge may be abbreviated ‘pledged,’ with a signature. The specifics of the Honor Code, its underlying philosophy, and the norms for sanctioning can all be found at: http://www.trinity.edu/departments/academic_affairs/honor_code/index.htm. If you have any doubt about whether an action violates the Honor Code, please email me before submitting your essays or research paper.

If you are struggling, overwhelmed, or confused please contact me! I am here to help you in the course and guide you through the material. I understand that personal circumstances or unforeseen events can sometimes interfere with your academic work; I will keep any concerns confidential and will work with you to ensure your best possible performance in the course.

OTHER COURSE POLICIES

Students with Disabilities

If you have a documented disability and will need accommodations in this class, please bring your accommodation letter to me early in the semester so we can discuss how I can best meet your needs. All discussions will remain confidential. If you have not already registered with Student Accessibility Services, contact the office at 999-7411 or SAS@trinity.edu. You must be registered with SAS before I can provide accommodation.

Class Conduct

Respect your fellow students and instructor. Do not be disruptive. Turn off phones and do not text in class. If you text during class, you will receive a zero for participation that day. If you text during another student's presentation, your final grade for the course will go down a full letter grade. You may use laptops for taking notes, but if you use them for activities not related to class, you will not be able to use them at all in class. If you are late, please come in quietly. Consistent lateness will result in a lowered course grade, as will violations of any of the above-mentioned aspects of class conduct.

Attendance:

Attendance is mandatory. You must have a valid excuse for missing class (serious illness/injury, family emergency, etc.). **Absences will be excused only with a doctor's note or a letter from your dean or coach.** If you miss more than two classes or are consistently late, your final grade will be reduced (at my discretion). If you need to miss a class, please notify me. Absence from class does not excuse you from reading or writing assignments.

REQUIRED TEXTS

- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*
- Elaine Tyler May, *Homeward Bound: American Families in the Cold War Era*
- Bruce Schulman and Julian Zelizar, *Rightward Bound: Making America Conservative in the 1970s*
- Jefferson Cowie, *Stayin' Alive: The 1970s and the Last Days of the Working Class*

All of the required texts will be available for purchase or rental at the bookstore as well as from online retailers. All other course readings will be made available on TLEARN.

We will also watch several films. These are required and will be incorporated into our class discussions. These assigned films will be available for viewing through TriniTV. I will also hold group viewings for those who can make them. The films for this semester are:

Rebel without a Cause

The Black Panthers: Vanguard of the Revolution

Dr. Strangelove

Milk

SCHEDULE OF WEEKLY MEETINGS

Week 1: Introduction		
W	1/16	1945 and the Making of a Modern America
Week 2: The Promise and Peril of the Postwar Order		
M	1/21	*** NO CLASS – MARTIN LUTHER KING, JR. DAY ***
W	1/23	<p>Secondary reading:</p> <ul style="list-style-type: none"> Tom Engelhardt, <i>The End of Victory Culture</i>, pp. 54-89 <p>Primary Sources:</p> <ul style="list-style-type: none"> Excerpt from Vannevar Bush, “As We May Think,” <i>The Atlantic</i> (1945) <p>Research paper preparation reading:</p> <ul style="list-style-type: none"> Mary Lynn Rampolla, <i>A Pocket Guide to Writing in History</i>, “Introduction,” (section 1)
Week 3: Origins of the Cold War		
M	1/28	<p>Secondary Reading:</p> <ul style="list-style-type: none"> Ernest May, “NSC 68: The Theory and Politics of Strategy” <p>Primary Sources:</p> <ul style="list-style-type: none"> Excerpts from NSC 68 (1950)
W	1/30	<p>Secondary reading:</p> <ul style="list-style-type: none"> Elaine Tyler May, <i>Homeward Bound</i>, introduction and chapters 1 and 3
Week 4: Cold War Culture		
M	2/4	<p>Secondary Reading:</p> <ul style="list-style-type: none"> May, <i>Homeward Bound</i>, chapters 4-5 <p>Primary Sources:</p> <ul style="list-style-type: none"> William O. Douglas, “The Black Silence of Fear,” (1952)
W	2/6	<p>Secondary Reading:</p> <ul style="list-style-type: none"> John D’Emilio, “The Homosexual Menace: The Politics of Sexuality in Cold War America” <p>Film:</p> <ul style="list-style-type: none"> <i>Rebel without a Cause</i>

Week 5: Inequality in Suburban America		
M	2/11	<p>Secondary Reading:</p> <ul style="list-style-type: none"> Lizabeth Cohen, "Residence: Inequality in Mass Suburbia," from <i>A Consumers' Republic: The Politics of Mass Consumption in Postwar America</i> <p>Primary Source:</p> <ul style="list-style-type: none"> Excerpt from <i>Crisis in Levittown</i> film (1957)
W	2/13	<p>Secondary Reading:</p> <ul style="list-style-type: none"> Danielle McGuire, <i>At the Dark End of the Street: Black Women, Rape, and Resistance—A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power</i>, chapters 1-2. <p>Research paper preparation reading (to help you with the assignment due today):</p> <ul style="list-style-type: none"> Mary Lynn Rampolla, <i>A Pocket Guide to Writing in History</i>, "Moving from Topic to Research Question," (sections 5a – 5a2) <p>** TOPICS/HISTORICAL QUESTIONS FOR FINAL PAPER DUE **</p>
Week 6: The Civil Rights Movement		
M	2/18	<p>Secondary Reading:</p> <ul style="list-style-type: none"> Kenneth Cmiel, "The Politics of Civility," from <i>The Sixties: From Memory to History</i>
W	2/20	<p>** LIBRARY SESSION – MEET IN COATES LIBRARY (ROOM TBD) **</p> <p>Documentary:</p> <ul style="list-style-type: none"> <i>The Black Panthers: Vanguard of the Revolution</i> <p>Research paper prep reading:</p> <ul style="list-style-type: none"> Jerald E. Podair and Darren Dochuk, <i>The Routledge History of the Twentieth-Century United States</i>, (read one of the chronological surveys and one of the thematic surveys that are most relevant to your research topic). Available from: http://mill.trinity.edu/record=b2888056~S14
Week 7: The Vietnam Era		
M	2/25	<p>Film:</p> <ul style="list-style-type: none"> <i>Dr. Strangelove</i> <p>Research paper preparation reading (this will help you with the essay due on W):</p> <ul style="list-style-type: none"> Mary Lynn Rampolla, <i>A Pocket Guide to Writing in History</i>, "Working with Sources," (sections 2a, 2a-1, 2b, 2b-1)

W	2/27	<p>Secondary Reading:</p> <ul style="list-style-type: none"> • Michael Lind, “A Necessary War” • Mark Atwood Lawrence, “Vietnam: A Mistake of the Western Alliance” <p>*** PRIMARY SOURCE ESSAY DUE ***</p>
Week 8: Hippies, Yippies, and the New Left		
M	3/4	<p>Secondary Reading:</p> <ul style="list-style-type: none"> • Jefferson Cowie, <i>Stayin’ Alive</i>, chapter 1
W	3/6	<p>Primary and Secondary Reading:</p> <ul style="list-style-type: none"> • Excerpts from “‘Eight Miles High’: The Counterculture,” from Alexander Bloom and Wini Breines, <i>Takin’ it to the Streets</i> <p>Film:</p> <ul style="list-style-type: none"> • <i>Milk</i>
Week 9: SPRING BREAK		
M	3/11	*** NO CLASS ***
W	3/13	
Week 10: The Counterrevolution		
M	3/18	<p>Secondary Reading:</p> <ul style="list-style-type: none"> • Schulman and Zelizar, <i>Rightward Bound</i>: introduction, chapter 1 (Matthew Lassiter, “Inventing Family Values”), and chapter 5 (Joseph Crispino, “Civil Rights and the Religious Right”)
W	3/20	<p>Secondary Reading:</p> <ul style="list-style-type: none"> • Schulman and Zelizar, <i>Rightward Bound</i>, chapter 4 (Marjorie Spruill, “Gender and America’s Right Turn”) <p>Primary source:</p> <ul style="list-style-type: none"> • “Republican Activist Phyllis Schlafly Scorns Feminism,” (1977) <p>Research paper preparation reading (this will help you with today’s assignment):</p> <ul style="list-style-type: none"> • Mary Lynn Rampolla, <i>A Pocket Guide to Writing in History</i>, “Reading Actively” and “Annotated bibliographies,” (sections 3a and 3b-2) and “Taking effective research notes,” (section 5d). <p>*** ANNOTATED BIBLIOGRAPHY DUE ***</p>

Week 11: Deindustrialization		
M	3/25	Secondary Reading: <ul style="list-style-type: none"> • Jefferson Cowie, <i>Stayin' Alive</i>, chapters 5-7
W	3/27	Research paper preparation reading (this will help you with today's assignment): <ul style="list-style-type: none"> • Mary Lynn Rampolla, <i>A Pocket Guide to Writing in History</i>, sections 2a-2, 2b-2, 3d, 3d-1 (on secondary sources and writing reviews). <p>*** SECONDARY SOURCE REVIEW DUE ***</p>
Week 12: The Reagan Revolution		
M	4/1	Secondary Reading: <ul style="list-style-type: none"> • Jefferson Cowie, <i>Stayin' Alive</i>, chapter 8 Primary source: <ul style="list-style-type: none"> • Ronald Reagan, "First Inaugural Address," (1981)
W	4/3	Secondary Reading: <ul style="list-style-type: none"> • Gil Troy, <i>Morning in America: How Ronald Reagan Invented the 1980s</i>, chapters 2-3
Week 13: Reagan's America		
M	4/8	Secondary Reading: <ul style="list-style-type: none"> • Jennifer Brier, <i>Infectious Ideas: U.S. Political Responses to the AIDS Crisis</i>, chapter 3 Primary Source: <ul style="list-style-type: none"> • "Surgeon General C. Everett Koop Remembers the 'Early Days of AIDS,'" (1995)
W	4/10	Secondary Reading: <ul style="list-style-type: none"> • Thomas G. Paterson, "Superpower Decline and Hegemonic Survival" Primary Sources: <ul style="list-style-type: none"> • "President George Bush Proclaims Cold War Victory," (1990) Research paper preparation reading: <ul style="list-style-type: none"> • Mary Lynn Rampolla, <i>A Pocket Guide to Writing in History</i>, sections 4a-4d-2, 5e (Developing a thesis and constructing an argument)

Week 14: New World Order?		
M	4/15	<p>Documentary:</p> <ul style="list-style-type: none"> • <i>The Nineties</i>, CNN, Part 4 – “New World Order” <p>Research paper preparation reading:</p> <ul style="list-style-type: none"> • Mary Lynn Rampolla, <i>A Pocket Guide to Writing in History</i>, sections 4e – 4e-3 (organizing your paper, writing introductions and conclusions)
W	4/17	<p>Documentary:</p> <ul style="list-style-type: none"> • <i>The Nineties</i>, CNN, Part 3 – “Can’t We All Just Get Along” <p>*** ROUGH DRAFTS OF RESEARCH PAPERS DUE ***</p>
Week 15: A New Millennium		
M	4/22	<p>Primary Sources:</p> <ul style="list-style-type: none"> • David Brooks, “One Nation, Slightly Divisible,” <i>Atlantic Monthly</i> December 2001 (pp. 53-65) • George W. Bush, “Second Inaugural Address”
W	4/24	<p>Primary Sources:</p> <ul style="list-style-type: none"> • Barack H. Obama, “Inaugural Address” • “The Return of the Silent Majority” <i>Time</i>, October 24, 2011 <p>Research paper preparation reading:</p> <ul style="list-style-type: none"> • Mary Lynn Rampolla, <i>A Pocket Guide to Writing in History</i>, “Quoting and Documenting Sources,” section 7
Week 16: Final Paper Presentations		
M	4/29	Final Paper Presentations Group 1
W	5/1	<p>Final Paper Presentations Group 2</p> <p>Research paper preparation reading:</p> <ul style="list-style-type: none"> • Mary Lynn Rampolla, <i>A Pocket Guide to Writing in History</i>, sections 4f through 4g-4, 5g (on editing, revising, and writing style)
*** FINAL PAPER: DUE FRIDAY 5/10 by 5pm ***		