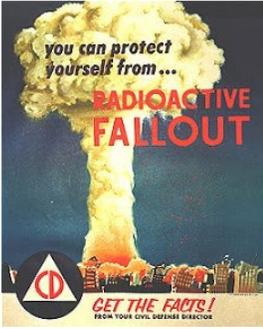


HIST 2440: U.S. Society and Politics Since 1945



Spring 2021

Mondays and Wednesdays from 2:30 – 3:45pm

Zoom Meeting ID: 982 3204 3635 Passcode: 554586

Dr. Lauren Turek

Office: Chapman 220D

Office Hours: Please email me to set up an 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 **Monday, March 8.**

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 24.**

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 also do a **ten-minute presentation** in Week 15 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 on **May 13 by 5pm CST.**

POLICIES FOR WRITTEN WORK

Formatting. All written work must:

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

If an assignment does not meet these formatting guidelines, it will not be read or graded.

Citations. All sources MUST be cited according to Chicago Notes-Bibliography guidelines. Citation guidelines are available at <http://lib.trinity.edu/lib2/cite.php>. 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. I am very flexible about extensions for the major assignments (the podcast project and mini-research paper). If you think you might need an extension on a major assignment due to your workload, let me know as soon possible; provided you have asked me in advance (at least 24 hours before the due date, unless there are extenuating circumstances), I will be happy to work with you. Papers turned in after the deadline and without an extension will be considered late. Late papers will be penalized 1 grade per day (e.g. A- to B+, B- to C+).

GRADING

The final course grade will be determined as follows:

Participation:	15%	Research Paper Presentation:	10%
Primary Source Essay:	20%	Research Paper:	35%
Secondary Source Essay:	20%		

ACADEMIC HONOR CODE

All students are covered by a policy that prohibits dishonesty in academic work. Under the Honor Code, a faculty member will (or a student may) report an alleged violation to the Academic Honor Council. It is the task of the Council to investigate, adjudicate, and assign a punishment within certain guidelines if a violation has been verified. **Students 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.**

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 assignments. 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 work with you to ensure your best possible performance in the course.

TITLE IX/SEXUAL MISCONDUCT REPORTING

As a Responsible Employee who is committed to creating an environment where every member of our community can thrive, I want to let you know that I am a Mandatory Reporter. What that means is that I am required to report any instances of sexual misconduct, including sexual harassment, non-consensual sexual intercourse, non-consensual sexual contact, sexual exploitation, intimate partner violence, stalking, and related retaliation that I am aware of to the Title IX Coordinator. So, if you share information with me about any incidents that implicate the Sexual Misconduct or Anti-Harassment Policies, I am required to report all information to the Title IX Coordinator to make sure you have information about support resources and complaint resolution options. My report does not initiate the complaint process, and you are in control over how you choose to engage with our Title IX Coordinator. If you or someone you know has experienced sexual misconduct, including sexual harassment, I encourage you to share this information directly with the Title IX Coordinator or one of the individuals who has been designated as a confidential resource on campus. Information about reporting is available here: [Reporting](#).

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.

Attendance:

Attendance is a key component of your participation grade and I expect you to attend all of our course meetings. That said, if you are ill, injured, or dealing with a family emergency, please email me to let me know so I can excuse your absence. If you experience a family emergency, please also contact Dr. Michael Soto, who will provide help and will contact all of your professors for you. If you must miss class, let me know so I can help you catch up—you are responsible for the readings and for getting notes from a classmate for any lectures or discussions that you miss.

Onscreen Visitors and Other Unexpected Interruptions

Some folks might be logging in from locations that are not always quiet, private, or distraction-free. Pets, roommates, or family members might wander across the screen and small children might require your attention during class. If these things happen, please know that I will exhibit flexibility, patience, and good humor. I will show especially good humor if your pet wants to learn about U.S. history with you. The only thing I ask is that you show the same flexibility, patience, and good humor to your classmates.

Note: though I do enjoy seeing everyone, you are not required to have your video on for class.

Electronic Recordings of Course Instruction

The COVID-19 pandemic requires the delivery of online instruction. For this reason, please be aware that all classroom instruction, including student participation in classroom activities, is subject to recording and dissemination on the University’s secure course management system (T-Learn). The recordings will be made available only to students enrolled in the course to facilitate online learning and review. Students are expressly prohibited from capturing or copying classroom recordings by any means; violations will be subject to disciplinary action. Instructors who wish to use a recording outside of class must obtain the written consent of any students who are personally identifiable in the recording.

REQUIRED TEXTS

- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*
- Elaine Tyler May, *Homeward Bound: American Families in the Cold War Era*
- Kevin Kruse and Julian Zelizar, *Fault Lines: A History of the United States Since 1974*

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. 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: The Promise and Peril of the Postwar Order		
M	1/25	1945 and the Making of a Modern America
W	1/27	Secondary reading: <ul style="list-style-type: none"> • Tom Engelhardt, <i>The End of Victory Culture</i>, pp. 54-89 Primary Sources: <ul style="list-style-type: none"> • Excerpt from Vannevar Bush, “As We May Think,” <i>The Atlantic</i> (1945) Research paper preparation reading: <ul style="list-style-type: none"> • Mary Lynn Rampolla, <i>A Pocket Guide to Writing in History</i>, “Introduction,” (section 1)

Week 2: Origins of the Cold War		
M	2/1	<p>Secondary Reading:</p> <ul style="list-style-type: none"> Ernest May, “NSC 68: The Theory and Politics of Strategy” “Clandestine CIA Radio in Guatemala” <p>Primary Sources:</p> <ul style="list-style-type: none"> Excerpts from NSC 68 (1950)
W	2/3	<p>Secondary reading:</p> <ul style="list-style-type: none"> Elaine Tyler May, <i>Homeward Bound</i>, introduction and chapters 1 and 3
Week 3: Cold War Culture		
M	2/8	<p>Secondary Reading:</p> <ul style="list-style-type: none"> May, <i>Homeward Bound</i>, chapters 4-6
W	2/10	<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 4: Inequality in Suburban America		
M	2/15	*** NO CLASS – UNIVERSITY HOLIDAY
W	2/17	<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)
Week 5: The Civil Rights Movement		
M	2/22	<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>

W	2/24	<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>
Week 6: Revolution and Revanchism		
M	3/1	<p>** LIBRARY SESSION – Guests from Library and Special Collections **</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
W	3/3	<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 3/8):</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)
Week 7: Hippies, Yippies, and the New Left		
M	3/8	<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>
W	3/10	<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 8: The Counterrevolution		
M	3/15	Secondary Reading: <ul style="list-style-type: none"> • Kruse and Zelizar, <i>Fault Lines</i>: Chapters 1-3
W	3/17	Secondary Reading: <ul style="list-style-type: none"> • Kruse and Zelizar, <i>Fault Lines</i>: Chapters 4-5 Primary source: <ul style="list-style-type: none"> • “Republican Activist Phyllis Schlafly Scorns Feminism,” (1977) 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>, “Reading Actively” and “Annotated bibliographies,” (sections 3a and 3b-2) and “Taking effective research notes,” (section 5d). <p>*** ANNOTATED BIBLIOGRAPHY DUE ***</p>
Week 9: Deindustrialization and its Discontents		
M	3/22	Secondary Reading: <ul style="list-style-type: none"> • Joseph McCartin “Turnabout Years: Public Sector Unionism and the Fiscal Crisis,” in <i>Rightward Bound</i> • The Source, “Boom, Bust, Exodus,” radio segment
W	3/24	Secondary Reading: <ul style="list-style-type: none"> • Tajah Ebram, “‘Can’t Jail the Revolution’: Policing, Protest, and the MOVE Organization in Philadelphia’s Carceral Landscape,” <i>The Pennsylvania Magazine of History and Biography</i> • Suleiman Osman, “The Decade of the Neighborhood,” in <i>Rightward Bound</i> 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 10: The Reagan Revolution		
M	3/29	Secondary Reading: <ul style="list-style-type: none"> • Kruse and Zelizar, <i>Fault Lines</i>, chapters 6-7 Primary source: <ul style="list-style-type: none"> • Ronald Reagan, “First Inaugural Address,” (1981)
W	3/31	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 11: Reagan's America		
M	4/5	<p>Secondary Reading:</p> <ul style="list-style-type: none"> • Jennifer Brier, <i>Infectious Ideas: U.S. Political Responses to the AIDS Crisis</i>, chapter 3 • Kruse and Zelizar, <i>Fault Lines</i>, chapter 8 <p>Primary Source:</p> <ul style="list-style-type: none"> • “Surgeon General C. Everett Koop Remembers the ‘Early Days of AIDS,’” (1995)
W	4/7	*** NO CLASS – UNIVERSITY HOLIDAY ***
Week 12: The End of the Cold War		
M	4/12	<p>Secondary Reading:</p> <ul style="list-style-type: none"> • Thomas G. Paterson, “Superpower Decline and Hegemonic Survival” • Kruse and Zelizar, <i>Fault Lines</i>, chapter 9 <p>Primary Sources:</p> <ul style="list-style-type: none"> • “President George Bush Proclaims Cold War Victory,” (1990) <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 4a-4d-2, 5e (Developing a thesis and constructing an argument)
W	4/14	<p>Documentary:</p> <ul style="list-style-type: none"> • <i>The Nineties</i>, CNN, Part 4 – “New World Order” <p>Secondary Reading:</p> <ul style="list-style-type: none"> • Kruse and Zelizar, <i>Fault Lines</i>, chapter 10 <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)
Week 13: New World Order?		
M	4/19	<p>*** NO CLASS ***</p> <p>*** ROUGH DRAFTS OF RESEARCH PAPERS DUE ***</p>

W	4/21	<p>Documentary:</p> <ul style="list-style-type: none"> • <i>The Nineties</i>, CNN, Part 3 – “Can’t We All Just Get Along” <p>Secondary Reading:</p> <ul style="list-style-type: none"> • Kruse and Zelizar, <i>Fault Lines</i>, chapter 11 • Donna Murch, “The Many Meanings of Watts: Black Power, ‘Wattstax,’ and the Carceral State,” <i>OAH Magazine of History</i>
Week 14: A New Millennium		
M	4/26	<p>Secondary Reading:</p> <ul style="list-style-type: none"> • Kruse and Zelizar, <i>Fault Lines</i>, chapters 12-13 <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	4/28	<p>Secondary Reading:</p> <ul style="list-style-type: none"> • Kruse and Zelizar, <i>Fault Lines</i>, chapter 14 <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 15: Final Paper Presentations		
M	5/3	Final Paper Presentations Group 1
W	5/5	<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 May 13 by 5pm ***		