

THE US SINCE 1945

Spring 2012

WORCESTER
STATE
UNIVERSITY

HI 450-03

MWF 9:30 am

Sullivan 122



course description and objectives

In this course you will study American history and culture from the end of the Second World War to the present. Topics to be discussed include postwar American life, the Cold War, liberal consensus politics, conflicts in Korea, Vietnam, and the Middle East, broadcast media and film, the civil rights movement and other rights movements, political history, the rise of both political and

religious conservatism, post-industrialism, globalization, multiculturalism, and contemporary American culture. I aim to educate as broadly as possible about this period and to include a multiplicity of voices and perspectives. One of the course's goals is to destabilize the notion that there is one single American story.

This course covers the period of US history since

1945. It also **uncovers** how historians think about and approach the history of the recent past, and is designed to help you navigate the road from "back then" to "right now." It combines lecture, seminar-style discussion, historical simulation, and hands-on research to introduce you to some key sources, themes and problems from the past six decades of American history.

course requirements

course website: <http://wsu.tonahangen.com/hi203/>

This course involves extensive reading, writing and discussion. You will be expected to read 20-50 pages a week (sometimes more), and to write approximately 20 pages over the course of the term. You will need to put in consistent effort during the whole semester. You'll need to have (or learn) basic computer and library research skills.

To take advantage of multiple learning styles, and to help create a community of learning in this classroom, I will assess your learning in several different ways.

- **Attendance and participation in class (20%)** – I take attendance in each class session. You should be prompt, present, and ready for discussion each day. I expect class discussion will be lively, respectful, and substantive. There may be periodic, unannounced quizzes or informal writing at the beginnings or ends of class, which will be factored into your A&P grade.
- **Exams (30%)** – we will have 3 closed-book hour-long tests. The last test will take place during the final exam period but will be the equivalent of the other two exams. Your lowest test score is dropped; there are **no makeup exams**. Exams are held Feb 22, March 30, and May 7.

You'll note that half of your grade involves showing up ready for class, keeping up with and responding

to the reading, and taking at least 2 of the 3 exams. The other half is based on your original research and group work.

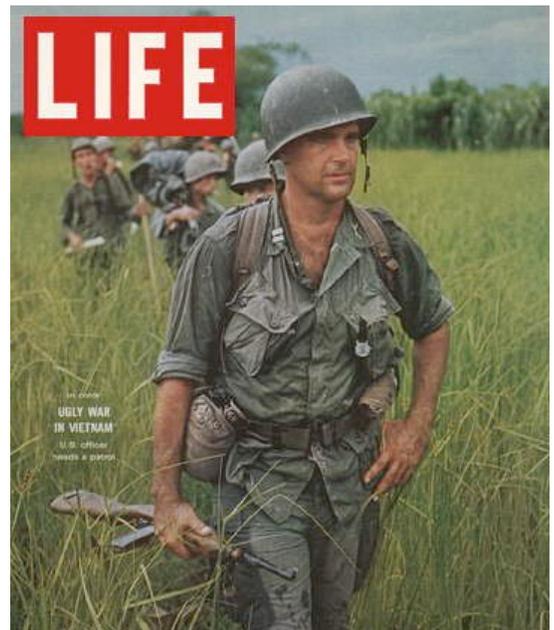
Research Essay (15%) - you will research and write one paper (5-7 pages) representing original research using a defined set of primary sources. Due April 11.

Congressional Simulation (20%) – Throughout the semester, we will take frequent breaks from lecture/discussion to run a simulation of Congress. You will receive an assignment to work in committees that reflect actual Congressional committees. Your simulation grade comes from the preparation and participation that you put into each Congress Day.

Committee Wiki (10%) – Each committee receives one wiki page on the course Congressional Wiki (<http://us45.wikispaces.com>). The committee will need to maintain the page in cooperation with the parallel committee in the course's other section. The page could contain news, links, discussion, plans, documents and their revision, legislation in progress—whatever committee business you deem important. Your wiki page will be periodically assessed to make sure you're keeping it current after each "session of Congress" day. This is a GROUP grade; everyone on the committee receives the same grade.

Vietnam Conflict

While grunts slogged through Vietnam's rice paddies and jungles, "doves" fought the war on the homefront with protest, marches, and grassroots mobilization. Divisions ran deep in American society, and the rift is still visible in the nation's politics and foreign policy to this day.



Your group will be responsible among itself for dividing up the work fairly.

Congressional Paper (5%) – at the end of the term, you'll write a (4-page) paper considering your committee's work, and reflecting on the project as a way to learn about recent US history. Due on or before the day of your final exam.

student learning outcomes (SLOs) by the end of this course, students will be able to...

Identify and explain major developments and events from the recent American past

Distinguish between and appropriately analyze primary and secondary historical sources

Defly switch gears into historical thinking, employing concepts such as chronology, contingency, causality, pastness, sourcing, and empathy



Apollo 11 Liftoff

July 16, 1969

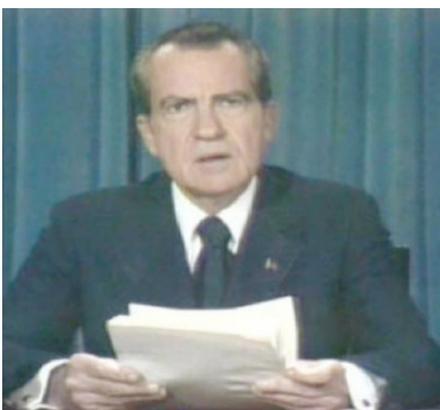
Between the launch of the Soviet satellite Sputnik in 1957 and the launch of the Saturn 5 rocket carrying the Apollo 11 moon mission in 1969, the US had undertaken a massive public investment in education, science, research and development to achieve the national goal of taking astronauts safely to the moon and back. What might policymakers and leaders argue is a comparable goal for our time?

Create their own living sense of the past and connect it to your own experience, i.e. to perceive themselves as embedded in webs of history

Decipher and join ongoing scholarly arguments about the past

disability accommodations

If you have a documented disability (learning or otherwise), and you need a reasonable accommodation made for you in this course, please consult with me immediately at the outset of the course so we can design a solution that will help you be successful in the class.



Nixon Resigns
President Nixon, resigning office on August 8, 1974 after the Watergate investigation

Some fine print & things to remember

Regarding plagiarism: On papers and exams, doing your own work is absolutely essential. In ALL papers, you **must** cite the sources of any information, quotations or ideas which are not your own work, using standard citation styles (Chicago Style or MLA). Let me be very clear. You cannot clip and paste text from the internet into your papers and pass it off as your own writing. You cannot turn in a paper someone else has written or that you have bought online. Plagiarized work or exam cheating will automatically get a zero on the assignment and may cause you to fail the class, at my discretion.

I take such violations very seriously. Please familiarize yourself with and follow the college policy on Academic Honesty in the Student Handbook.

Technology policy: We will be busy in every class session, and we don't need any technological distractions. Silence your cell phones before you enter the classroom. If you choose to bring a laptop to class, I expect that you will be using it **only** for taking notes or accessing the course's relevant electronic documents to refer to during discussion. Do not use your laptop in class to surf the internet, check your email, update your Facebook status, etc.

syllabus & course schedule

| Date | # | Topic/ Reading |
|-------------|----|---|
| W 1/18 | 1 | Course Intro/ HOT 428-430 |
| F 1/20 | 2 | America in 1945/ HOT 1-12 (McMahon), MO 1-18 |
| M 1/23 | 3 | The Atomic Age and the Cold War/ HOT 13-18, 38-45 (Kennan, Good Housekeeping, Eisenhower) + MO 19-34 |
| W 1/25 | 4 | Congress Day #1 (Committee Assignments) |
| F 1/27 | 5 | McCarthyism/ HOT 18-37 (HUAC, McCarthy, Haynes/Klehr) + MO 40-44, 50, 79-82 |
| M 1/30 | 6 | Korea + Vietnam/ Online link, see course website + MP 34-40, 86-89 |
| W 2/1 | 7 | Congress Day #2 |
| F 2/3 | 8 | Tube of Plenty: Television in the '50s/ Scheiner "Queen for a Day" (PDF) + MO 72-74 |
| M 2/6 | 9 | Postwar Suburbanization and the Baby Boom/ HOT 55-65 (Hine, Marchand, Myers) + MO 57-63 |
| W 2/8 | 10 | Labor's Fair Deal/ Evans "Cold War & Feminine Mystique" (PDF) + MO 45-50, 58-67 |
| F 2/10 | 11 | Juvsies? Postwar Youth Culture/ Document packet (PDF) + MO 68-78 |
| M 2/13 | 12 | The Election of 1960/ HOT 66-76 (Port Huron, YAF, JFK) + MO 90-99 |
| W 2/15 | 13 | Congress Day #3 |
| F 2/17 | 14 | Life in Camelot/ HOT 46-51 (JFK) + Document packet (PDF) + MO 97-117 |
| M 2/20 | | <i>No School, President's Day</i> |
| W 2/22 | 15 | Exam #1 (1945-1963) |
| F 2/24 | 16 | The Great Society/ HOT 77-92 (Johnson, Schulman) + MO 118-126 |
| M 2/27 | 17 | Civil Rights Movement, Phase 1/ HOT 93-116 (Brown, Declaration, Sitkoff, Moody) |
| W 2/29 | 18 | Congress Day #4 |
| F 3/2 | 19 | Civil Rights Movement(s), Phases 2 --> n/ HOT 117-132 (BPanthers, Rosales, IAT) + MO 139-143 |
| M 3/5 | 20 | 1968/ Southern, "Groovin' in Chi" and "Shock Wave 1968" - see online links + MO 130, 147-150 |
| W 3/7 | 21 | The Women's Movement/ HOT 209-237 (DeHart, NOW, Morgan, Vasquez, Schlafly) |
| F 3/9 | 22 | Vietnam: The Hawks/ HOT 133-148, 155-157, 162-165 (Johnson, Moore, Who, McNamara) + MO 127-128, 175-178 |
| M 3/12 | 23 | Vietnam: The Doves/ HOT 149-154, 158-161, 178-187 (SDS, Kerry, Clinton, Weatherman, Varon) + MO 129-130, 133-135, 192. Research Paper Topic + Source Due |
| W 3/14 | 24 | Watergate/ HOT 261-282 (Schrag, McQuaid) + MO 154-168 |
| F 3/16 | 25 | Congress Day #5 |
| 3/19 - 3/24 | | <i>Spring Break</i> |

syllabus & course schedule

| Date | # | Topic/ Reading |
|--------|---------------------------------|---|
| M 3/26 | 26 | The 1970s: Crisis of Confidence/ HOT 283-298 (Farber, Carter, Misery Index) + MO 171-194 |
| W 3/28 | 27 | Conservatism and the Election of 1980/ HOT 299-335 (Carter, McGirr, Dionne) + MO 199-218 |
| F 3/30 | 28 | Exam #2 (1963-1980) |
| M 4/2 | 29 | The Reagan Era/ HOT 336-346 (Berman, Reagan) + MO 220-233 Peer Review Day - Bring Research Paper Draft to class |
| W 4/4 | 30 | Congress Day #6 |
| F 4/6 | 31 | Televangelism (Film: "The Eyes of Tammy Faye") |
| M 4/9 | 32 | Foreign Policy, 1975-1991/ HOT 349-368 (Herring) + MO 195-202, 234-248, 266-271 |
| W 4/11 | 33 | The Politics of the Right/ HOT 346-348, 413-414 (Gingrich, Beck) + MO 250-265 Research Paper Due |
| F 4/13 | 34 | Towards a New Millennium/ Online reading, see course website + MO 273-283 |
| M 4/16 | <i>No School, Patriot's Day</i> | |
| W 4/18 | 35 | Congress Day #7 |
| F 4/20 | 36 | The Year You Were Born/ HOT 419-424 (Census) + MO 286-295 |
| M 4/23 | 37 | 9/11 and Post/ HOT 369-395 (Coates & Vok, Bush, Friedman) + MO 296-309 |
| W 4/25 | 38 | Congress Day #8 |
| F 4/27 | 39 | Recession 101: the Tea Party v. the Occupy Movement/ HOT 401-412 + online links, see course website + MO 310-319 |
| M 4/30 | 40 | Epilogue: History in Our Time Bring a document to class for discussion |
| M 5/7 | | Exam #3 at 8:30 am (Since 1980) - Congress Paper Due |

| grading scale | |
|---|------|
| Attendance & Participation | 20% |
| Exams (lowest is dropped) - 2/22, 3/30 and 5/7 @ 15% each | 30% |
| Research Paper - Topic 3/12, Draft 4/2, Final Draft 4/11 | 15% |
| Congressional Simulation - Preparation & Participation | 20% |
| Committee Wiki (GROUP grade) | 10% |
| Congressional Paper/ Course Reflection - due 5/7 | 5% |
| TOTAL | 100% |

last updated 12/28/11