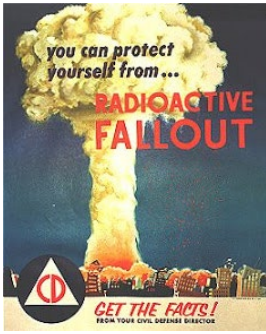


HIST 2440: U.S. Society and Politics Since 1945



Fall 2023

Mondays and Wednesdays from 9:05am – 10:20am in Halsell 319

Dr. Lauren Turek

Office: Halsell 316

Office Hours: Wednesdays 10:30am-12:30pm and by appointment

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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 and to engage in the in-class writing exercises. This course will focus on the exchange of ideas, and it is crucial that students come prepared for active, engaged discussion.

Scholarly Conversations Assignment: You will select a historical journal article that cites and builds on the ideas that Elaine Tyler May puts forth in *Homeward Bound*. After reading the article, you will write a 2- to 3-page reflection on how the author responded to and/or incorporated May's work/ideas in their own article. Your reflection should include a brief summary of the core argument (thesis) of the article. This assignment will help you think about how the secondary sources you read might shape the way that you approach your research paper. Your reflection will be due by class time on **Wednesday, September 6**.

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, October 2**.

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, but topics, annotated bibliographies, and a rough draft will be due throughout the semester. Each student will also give a presentation in Week 15 summarizing their paper's argument, the significance of the argument, and the evidence for the argument, followed by a question-and-answer period. The final paper is due as a word .doc or .pdf via Canvas on **December 8 by 5pm**.

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 Canvas

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 <https://lib.trinity.edu/citing-sources/chicago-notes-bibliography/>. You can also consult the 17th 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 major assignments. If you think you might need an extension on an assignment due to your workload, let me know as soon as possible; provided you have asked me in advance (at least 24 hours before the due date), I will be happy to accommodate you. If there are extenuating circumstances (illness, accident, family emergency, etc.) let me know as soon as possible and we will work out a new deadline together. 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%	Primary Source Essay:	15%
Annotated Bibliography:	5%	Scholarly Conversations Essay:	15%
Rough Draft of Research Paper:	10%	Research Paper Presentation:	5%
Final Draft of Research Paper:	35%		

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.

All assignments submitted for this course should reflect your own thinking and work. **Any use of generative AI, such as but not limited to Chat GPT, will be considered “unauthorized assistance” and a violation of academic integrity and of the Trinity University Honor Code.**

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 with 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 faculty member, I am designated as a Responsible Employee. As such, I am required to report any instances of sexual misconduct or sexual harassment to the Title IX Coordinator when: 1) I witness or receive information in the course and scope of my employment, 2) this information is about the occurrence of an incident that I reasonably believe is Sexual Harassment or Sexual Misconduct, and 3) the incident is committed by or against someone who was a Trinity university student, employee, or contractor at the time of the incident. This reporting responsibility applies regardless of where the incident occurred (on- or off-campus) and regardless of whether the individual(s) are still affiliated with Trinity.

If you share information with me about any incidents that implicate the [Policy Prohibiting Sexual Harassment and Sexual Misconduct](#), I am required to report this 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. [The reporting form is available here](#) and information about supportive resources is available [here](#).

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. Jennifer Henderson, 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.

Electronic Recordings of Course Instruction

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 systems (T-Learn or Canvas). 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 Zelizer, *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 our Canvas page. The films for this semester are:

The Black Panthers: Vanguard of the Revolution

Dr. Strangelove

Milk

The Nineties

SCHEDULE OF WEEKLY MEETINGS

Week 1: The Promise and Peril of the Postwar Order		
M	8/21	1945 and the Making of a Modern America
W	8/23	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">• W.E.B. DuBois, "The Winds Of Time: Atom Bomb and the Colored World," <i>The Chicago Defender</i> (12 January 1946) 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	8/28	<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	8/30	<p>Secondary reading:</p> <ul style="list-style-type: none"> Elaine Tyler May, <i>Homeward Bound</i>, introduction and chapters 1 and 3
Week 3: Cold War Culture		
M	9/4	*** NO CLASS – LABOR DAY ***
W	9/6	<p>Secondary Reading:</p> <ul style="list-style-type: none"> May, <i>Homeward Bound</i>, chapters 4-6 <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>, sections 2a-2, 2b-2, 3d, 3d-1 (on secondary sources and writing reviews) <p>** Scholarly Conversations Assignment Due by class time **</p>
Week 4: Inequality in Suburban America		
M	9/11	<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>Primary Sources:</p> <ul style="list-style-type: none"> <i>The Ladder</i> (October 1956)
W	9/13	<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	9/18	<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	9/20	<p>Documentary:</p> <ul style="list-style-type: none"> <i>The Black Panthers: Vanguard of the Revolution</i>
Week 6: Revolution and Revanchism		
M	9/25	<p>** LIBRARY SESSION – Visit to Library and Special Collections **</p> <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	9/27	<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 10/2):</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	10/2	<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	10/4	<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	10/9	<p>Secondary Reading:</p> <ul style="list-style-type: none"> Kruse and Zelizar, <i>Fault Lines</i>: Chapters 1-3
W	10/11	<p>Secondary Reading:</p> <ul style="list-style-type: none"> Kruse and Zelizar, <i>Fault Lines</i>: Chapters 4-5 <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 9: Deindustrialization and its Discontents		
M	10/16	<p>Secondary Reading:</p> <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	10/18	<p>Secondary Reading:</p> <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>
Week 10: The Reagan Revolution		
M	10/23	<p>Secondary Reading:</p> <ul style="list-style-type: none"> Kruse and Zelizar, <i>Fault Lines</i>, chapters 6-7 <p>Primary source:</p> <ul style="list-style-type: none"> Ronald Reagan, “First Inaugural Address,” (1981)

W	10/25	<p>Secondary Reading:</p> <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	10/30	<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 <p>Primary Source:</p> <ul style="list-style-type: none"> • “Surgeon General C. Everett Koop Remembers the ‘Early Days of AIDS,’” (1995)
W	11/1	<p>Secondary Reading:</p> <ul style="list-style-type: none"> • Kruse and Zelizar, <i>Fault Lines</i>, chapter 8 <p>Primary Source:</p> <ul style="list-style-type: none"> • Ronald Reagan, “Remarks at the National Association of Evangelicals Convention,” 1983
Week 12: A New World Order?		
M	11/6	<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	11/8	<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: Welcoming the New Millenium		
M	11/13	<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 <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 <p>*** ROUGH DRAFTS OF RESEARCH PAPERS DUE BY 5PM ***</p>
W	11/15	<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”
Week 14: THANKSGIVING BREAK		
M	11/20	** NO CLASS **
W	11/22	** NO CLASS **
Week 15: Final Paper Presentations		
M	11/27	Final Paper Presentations Group 1
W	11/29	Final Paper Presentations Group 2
Week 16: Moving into the Present		
M	12/4	<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>, sections 4f through 4g-4, 5g (on editing, revising, and writing style)
*** FINAL PAPER: DUE December 8 by 5pm ***		