

AP/HIST 3618 3.0
Fall 2020

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Office Hour: Mon. 3-4pm (on Zoom)

United States Since 1945

From the dropping of the atomic bomb over Hiroshima to the era of Donald Trump, the United States has been characterized by deep divisions over race, immigration, normative family values, and the changing role of the state. This course explores some of the key developments in the history of the United States since 1945, with an emphasis on the nation's diversity and explaining present-day conflicts. We will analyze journalism, popular culture, and political and scholarly sources to explore how social movements like the Black freedom struggle, feminism, and the religious right changed the United States. We will also probe the relationship between America's global military and economic power and ordinary people's lives.

This course focuses on six intersecting themes: the relationship between domestic politics and foreign policy; the expansion of the federal government; the political geographies of race, class, and region; grassroots protest vs. the power of elites; the power of television and consumer culture; and the "culture wars" over race, gender and sexuality, religion, generation, and "American" identity.

Scheduled Meeting Time: You may take this course entirely online (asynchronously), but you may wish to attend real-time sessions on Zoom, as per the following schedule:*

- * Weekly Intro by Course Director: 2:30-3:00 pm Eastern Time (will be recorded)
- * Weekly Class Discussions: 3:15-4:00 pm (will not be recorded)

Lectures will be pre-recorded and posted on the HIST 3618 Moodle site (normally on Monday) so you can watch them at your convenience.

Learning Outcomes: Students who complete this course will: (1) gain a better understanding of key developments in U.S. politics, culture, and society since 1945; (2) improve their ability to critically engage and interpret a variety of primary and secondary sources; (3) identify different scholarly and methodological approaches to the study of recent U.S. history; (4) improve their ability to develop evidence-based arguments and present them clearly and concisely in written essays and oral presentations; (5) gain an appreciation for the limits of knowledge and the complex processes of change over time; (6) respond to different perspectives with openness, sensitivity, compassion, and respect.

* Class is scheduled for 2:30-5:00pm Eastern Time. Within that timeframe, we can adjust the course schedule IF students vote to do so. As stated above, you may also take the entire course asynchronously and online.

Course Organization: The course is divided into three thematic and chronological modules:

- * Module 1: Cold War, Civil Rights, 1945-62
- * Module 2: American Liberalism and the Great Society, 1963-74
- * Module 3: Cold War to Culture War, 1975-present

Course Reading: The assigned articles (or links to them) are posted on Moodle under York University's Fair Dealing guidelines.

Students new to U.S. history may wish to consult a general textbook, such as *U.S. History*, an open-source textbook by OpenStax, which is available for reading or download at this link: <https://openstax.org/details/books/us-history>

Evaluation:

Participation (Weekly Zoom workshops or Moodle discussion forum)	20%
4 Quizzes (US Constitution/map & at end of each module)	20%
Song of the Week Presentation	15%
Op-Ed on the Relevance and Legacy of James Baldwin, due Oct. 19	20%
Final essay (documentary critique), due Dec. 9	25%

Grading: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g. A+ =9, A=8, B+=7, C+=5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100; A = 80-89, B+=75-79, B=70-74; C+=65-69, C=60-64, etc.). For a full description of York's grading system, see <http://history.laps.yorku.ca/students/grading-system/>.

Class Participation (20%): The exchange of ideas is an essential element of university history courses. In HIST 3618 discussions, you will engage intellectually with course readings and themes; explore and debate major developments and events in US political culture; get clarification about assignments; and improve your academic skills. This is a momentous time in US history, and students are encouraged to follow the news, draw connections between past and present, and engage in a historically minded consideration of current events.

Students may participate in HIST 3618 discussions in one of two ways: (1) attend weekly discussions on Zoom during a portion of our scheduled class time (3:15-4:00pm); or (2) contribute written responses to the weekly discussion forum on Moodle. How you participate in HIST 3618 is entirely up to you, and you may change your participation option each week (for example, you could attend a Zoom discussion in Week 2 but do a discussion post in Week 3, etc.).

Discussion questions (and the lecture videos) will normally be posted on the Moodle forum Monday afternoon. Your thoughtful responses to these questions will form the basis of class discussions whether you participate on Zoom or Moodle.

Weekly Intro: On Wednesdays from 2:30-3:00 pm ET on Zoom, the course director will review the week's themes and discussion questions, as well as upcoming assignments. You will have a chance to ask questions. This session will be recorded and posted to Moodle.

Participation Option 1: Live (synchronous) discussions on Zoom: These sessions will follow the Weekly Intro after a short break and will run 30-45 minutes, depending on student interest. Participating in live discussions on Zoom gives you a chance to interact with the course director and each other and discuss course materials and assignments "in person." Attending class in real time can also help with time management.

Participation Option 2: Asynchronous discussion posts on Moodle: You will write a total of 200-300 words each week in response to TWO of the week's discussion questions. Answers should make direct reference to the assigned reading and lectures and must be submitted to the Moodle discussion forum by the next Monday at 4:00pm ET.

Whether you participate on Zoom or on Moodle, your participation grade will be based on your understanding of and intellectual engagement with the assigned reading and lectures and course themes. Please see the Discussion Participation Guidelines for details.

Quizzes (20%): In lieu of a final exam, there will be four quizzes in HIST 3618. The first quiz is on the US map and the Constitution. The other three quizzes come at the end of each module. Each quiz is worth 5% of your final mark and must be completed on Moodle during the time period specified below.

Map/Constitution Quiz:	Sept. 16-Oct. 7
Module 1:	Sept. 30-Oct. 14
Module 2:	Nov. 4-Nov. 18
Module 3:	Dec. 2-Dec. 16

Each quiz has a total of 20 multiple-choice and short answer questions. You have one attempt to do each quiz, with 2 hours to complete the quiz once you start it. Although end-of-module quizzes are open for 2 weeks, you are strongly encouraged to complete each quiz during the last week of the module, so you don't fall behind in the course. Quiz deadlines are firm. You will not be able to take the quiz once it closes and missed quizzes will receive a grade of 0. If you require accommodations, please contact the course director as soon as possible. You will receive your quiz grade, and the answers, after the quiz closes.

Please note: if you keep up with the reading and lectures, these “open-book” quizzes are an easy 20% of your final grade, so take them seriously and do your coursework on time!

Song of the Week Presentation (15%): Popular music is a rich historical source, and HIST 3618 has a playlist! Students are encouraged to listen to all the songs on the course playlist. For the Song of the Week Assignment, you will listen carefully to one week’s playlist (5 songs), choose ONE of the songs as Song of the Week, and make a brief oral presentation (a 3-minute “elevator pitch”) about why that song (as opposed to the other songs) should be Song of the Week.

The format of your Song of the Week presentation is up to you. You may do a real-time presentation on Zoom in front of some of your classmates or only the instructor. You may pre-record your presentation on YouTube, Zoom, or another platform, or you may do a sound recording or a PowerPoint slideshow with narration. Whatever format you choose, your presentation should be concise, precise, and well-argued.

Your grade will be based on your ability to make a succinct but persuasive argument that uses concrete evidence from the song(s) and other course materials to explain *in 3 minutes* why the song you selected should be Song of the Week. Your visual presentation and technological skills are NOT being evaluated. More detailed guidelines are posted on Moodle.

Op-Ed on the Relevance and Legacy of James Baldwin (20%, due Oct. 19): Please write a 3-page (750-800 word) op-ed about James Baldwin’s relevance and legacy for the United States today. Your essay must include a minimum of three *specific* references to Baldwin’s “Down at the Cross: Letters from a Region of My Mind” and a concrete reference to recent events (this requires outside research). You may refer to Baldwin’s other work or the recommended TV interview (“The Negro and the American Promise”), but this is not required. More detailed information about this assignment is posted on Moodle.

Documentary Critique (25%, due Dec. 9): Your final assignment is a 3-4-page (750-1,000 word) review and critique of a documentary film on the US since 1945. Your essay should describe and critically analyze the film as a primary source OR a secondary source (depending on the film). It should include a clear statement of the film’s main argument, use of sources, and relationship to the relevant scholarship. It should also describe and evaluate how the film is constructed (eg., a single narrator, interviews with scholars and/or historical participants, film footage, music and soundtrack, etc.) More detailed information about this assignment, including a list of documentary films from which to choose, will be posted on Moodle.

Submission Guidelines: To promote academic integrity in this course and develop your ability to balance your own words and ideas with those of your sources, HIST 3618 students are asked to submit both papers to Turnitin (via the course Moodle site) for a review of textual similarity and the detection of possible plagiarism. In so doing, students allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin service are described on the

Turnitin.com website. In accordance with the York Guidelines, students may opt out of submitting their assignments electronically to Turnitin. If you wish to opt out, please contact the course director at least two weeks before the assignment is due.

Respect: Each of us brings a different perspective to US history topics that can be disturbing and contentious, and the success of our course depends on a respectful exchange of ideas and opinions. Please make every effort to communicate your own views in ways that are constructive, clear, and grounded in the course content. Be open to listening to your classmates' views and respect their right to hold different opinions. We all need to work together to create a positive learning environment characterized by civility, diversity of opinion, equity, and mutual respect.

Language: Some of the readings contain outdated and/or offensive words. Do not use these words in Moodle or Zoom discussions, not even in a quotation. Please make every effort to ensure that your language is current and inclusive.

Communication: Whenever possible, please use the HIST 3618 FAQs or Moodle discussion forum for general queries about course material and assignments, and reserve email for individual communications regarding academic accommodations, illness, etc. Please put the course number (HIST 3618) in the subject line of your email and don't forget to sign your name.

If there is something you don't understand, if you are having trouble keeping up with the work, if you disagree with a mark, or if you have any other concerns about HIST 3618, please email me as soon as possible. I can't address your concerns if I don't know about them.

TECHNICAL REQUIREMENTS FOR THIS COURSE: This course operates through Moodle and, if you wish to participate in real time, on Zoom. In addition to a stable, higher-speed Internet connection, students who participate on Zoom will benefit from a computer with a microphone and a webcam, and/or a smart device with these features. Please note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session. While I very much like to see your faces, you may keep your camera off.
- The system is configured in a way that all participants are automatically notified when a session is
- being recorded. In other words, a session cannot be recorded without you knowing about it.

HISTORY DEPARTMENT & YORK UNIVERSITY RESOURCES & POLICIES

The History Department: The department's email for general inquiries is lapshist@yorku.ca.

The History Department Website: Upcoming events, resources for undergraduate history students, faculty and staff information, and much more: <https://history.laps.yorku.ca/>

Undergraduate Program in History: links to information on history major career paths, degree programs (what is required for majors, minors, etc.), and degree checklists:

<http://history.laps.yorku.ca/undergraduate-program/>

History Advising Hours: The Director of Undergraduate Studies is Prof. Adrian Shubert, and he can be contacted at dushist@yorku.ca. As well as answering questions by email, he will arrange a conversation on Zoom if you wish. Please note that no grade information will be discussed via email.

History department policy on grade reappraisals, including link to the grade reappraisal form:

<http://history.laps.yorku.ca/students/grading-system/>

York University Libraries: Links to the main catalogue, e-resources, on-line help chat line with librarian, and many other research aids: <https://www.library.yorku.ca/web/>

The Writing Centre: One-to-one help with a writing instructor on any writing assignment. You will need to enroll to set up your online appointment. The enrollment link and further information is found at <http://www.yorku.ca/laps/writ/centre/>. Bring a copy of your assignment to your appointment.

Learning Commons: Offers a variety of services to support students' academic success.

<http://learningcommons.yorku.ca/>

SPARK [Student Papers and Academic Research Kit]: This is an on-line tutorial that provides handy tips and tools for understanding and successfully completing university-level assignments. Go to <https://spark.library.yorku.ca>

Student Accessibility Services: <https://accessibility.students.yorku.ca/>

Student Accessibility Services provides academic accommodation and support to students with disabilities in accordance with the Ontario Human Rights Commission's [Policy on accessible education for students with disabilities](#) and York University Senate Policy on [Academic Accommodation for Students with Disabilities](#).

Religious Observance Accommodation: <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

York Student Code of Conduct: <http://oscr.students.yorku.ca/student-conduct>

Academic Honesty Policy: Violations of the York Senate Policy on Academic Honesty will be treated severely. Recent penalties have included failure in the course, suspension from the University, and withholding or rescinding a York degree, diploma or certificate. Cheating during in-class or take-home examinations, collaborating on written assignments, failing to use quotations marks and citations when using or paraphrasing the printed or electronically disseminated work of others, aiding or abetting

academic misconduct, and violating any other part of the Policy on Academic Honesty will result in penalties. For further details, see the relevant part of the York Website: <http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>

Fall/Winter 2020-2021 Sessional & Important Dates: <https://registrar.yorku.ca/enrol/dates/fw20>

Refund Table (Student Financial Services): <https://sfs.yorku.ca/refunds/tables/>

FW 20-21 Important Add/Drop Deadlines:

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 22, 2020	Sept. 22, 2020	Jan. 25, 2021
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 6, 2020	Oct. 27, 2020	Feb. 8, 2021
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 6, 2020	Feb. 5, 2021	March 12, 2021
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 7 - Dec. 8, 2020	Feb. 6 - April 12, 2021	March 13 - April 12, 2021

Schedule of Topics and Assignments

Module 1: Cold War Culture, 1945-1962

Topic 1 – Sept. 9: Welcome! Introductions to the course and each other
--Thinking Historically about the United States Since 1945

Topic 2 – Sept. 16: America’s Cold War: Fighting Communism at Home and Abroad

--Robert McMahon, “World War II and the Destruction of the Old Order,” from *The Cold War*.

--George Kennan, George Kennan, “The Necessity for Containment (1946),” excerpts from the Long Telegram, reprinted in *A History of Our Time*, 17-22. Long Telegram (1946), excerpts.

--Joseph McCarthy, Speech at Wheeling, West Virginia, Feb. 9, 1950, published as “Enemies from Within: Senator Joseph R. McCarthy’s Accusations of Disloyalty,” on *History Matters* <http://historymatters.gmu.edu/d/6456/>

Quiz 1: US Constitution/Map – Sept. 16 – Oct. 7

Topic 3 – Sept. 23: Cold War, Civil Rights, and American Families

- Elaine Tyler May, "Containment at Home: Cold War, Warm Hearth," in *Homeward Bound: American Families in the Cold War Era*, rev. ed. (New York: Basic Books, 2008), chap. 1.
- Mary Dudziak, "Brown as a Cold War Case," *Journal of American History* 91 (June 2004): 32-42.

Topic 4 – Sept. 30: Cold War and the Nuclear Threat

- Paul S. Boyer, "Nuclear Themes in American Culture, 1945 to the Present," in *The Atomic Bomb and American Society: New Perspectives*, eds. Rosemary B. Mariner and G. Kurt Piehler (Knoxville: University of Tennessee Press, 2009), 3-18.
- John F. Kennedy Presidential Library & Museum, "The World on the Brink: John F. Kennedy & the Cuban Missile Crisis--Thirteen Days in October 1962," <https://microsites.jfklibrary.org/cmcc/>

Quiz 2: Module 1 – Sept. 30 – Oct. 14

Module 2: American Liberalism and the Great Society, 1962-1974

Topic 5 – Oct. 7: The Black Freedom Struggle: Voices from the Early 1960s

- James Baldwin, "Down at the Cross: Letters from a Region of my Mind," *Collected Essays* (New York: Library of America, 1998), 296-347. Originally published in the *New Yorker*, Nov. 10, 1962.

Recommended: "The Negro and the American Promise" (WGBH, 1963), 59 minutes.
<https://www.youtube.com/watch?v=TNQGhsPb7U4&t=23s>

READING WEEK - NO CLASSES OCT. 10-16

Oct. 19: James Baldwin Op-Ed Due!

Topic 6 – Oct. 21: Lyndon Johnson's War on Poverty

- Bruce J. Schulman, "The Great Society," in *Lyndon B. Johnson and American Liberalism: A Brief History with Documents* (Boston: Bedford Books, 1995), chap 4, 81-103.
- Annelise Orleck, "The War on Poverty from the Grass Roots Up," in *The War on Poverty: A New Grassroots History, 1964-1980* (Athens: University of Georgia Press, 2011), 1-28.

Topic 7 – Oct. 28: The U.S. War in Vietnam

- Christian G. Appy, *American Reckoning: The Vietnam War and Our National Identity* (New York: Penguin, 2015), introduction (ix-xvii).
- Al Santoli, *To Bear Any Burden: The Vietnam War and Its Aftermath in the Words of Americans and Southeast Asians* (New York: Ballantine Books, 1985), excerpts
- Two Soldiers—Excerpts from Phil Caputo, *A Rumor of War*, and from interview with Nguyen Tan Thanh ("A Vietcong Recruit"), excerpted in Robert J. McMahon, ed., *Major Problems in the History of the Vietnam War*, 2nd ed. (Lexington, MA: DC Heath, 1996), 223, 254-57, 292-292-93.

- John Kerry, Vietnam Veterans Against the War Statement to the Senate Committee of Foreign Relations, April 23, 1971
http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/VVAW_Kerry_Senate.html
- Viet Thanh Nguyen, Excerpt from “The Displaced,” March 3, 2018,
<https://vietnguyen.info/2018/author-viet-thanh-nguyen-struggles-refugee-america>

NOVEMBER 3 = U.S. PRESIDENTIAL ELECTION!

Topic 8 – Nov. 4: Wars at Home

- Maurice Isserman and Michael Kazin, “1968,” in *America Divided: The Civil War of the 1960s* (New York: Oxford University Press, 2000), 221-240.
- Primary Sources of the 1960s (Selections by Black Panther Party, John Sinclair, Indians of All Nations, Weatherman, Richard Nixon)
- David Hoffman, “Americans were Furious in 1968,” from *Making Sense of the 1960s* (PBS, 1990), 27 minutes. <https://www.youtube.com/watch?v=CnLx4iAF-Go&list=PLkesJzjX2ed-77Is3UNSYtsmjV7wdW5Pf&index=6>

Quiz 3 – Module 2 - Nov. 4-Nov. 18

Module 3: From Cold War to Culture War, 1975-present

Topic 9 – Nov. 11: Sex, Gender, and “Family Values” in the 1970s

- Timothy Stewart-Winter, “Queer Law and Order: Sex, Criminality, and Policing in the Late Twentieth-Century United States,” *Journal of American History* 102 (June 2015): 61-72.
- Readings on Feminism (Leigh Ann Wheeler, “Women at War: Feminist and Antifeminist Christians in the 1970s,” *Reviews in American History* 48 (March 2020): 144-51; documents by New York Radical Women; Pat Mainardi; Boston Women’s Health Book Collective; Shirley Chisholm).
- Kathleen Hughes, “She Derailed the Fight for Equal Rights for Women” (RetroReport and Fork Films, 2018), 13 minutes. <https://www.retroreport.org/video/on-account-of-sex/>

Topic 10 – Nov. 18: The Reagan Revolution

- Kim Phillips-Fein, “Reaganomics: The Rebirth of the Free Market,” in *Living in the Eighties*, eds. Gil Troy and Vincent J. Cannato (New York: Oxford University Press, 2009), 125-138.
- Donna Murch, “Crack in Los Angeles: Crisis, Militarization, and Black Response to the Late Twentieth-Century War on Drugs,” *Journal of American History* 102 (June 2015): 162-73.

Topic 11 – Nov. 25: Legacies of the Cold War in an Age of Terror

- Edward Tabor Linenthal, “Oklahoma City Bombing,” *The Encyclopedia of Oklahoma History and Culture*, <https://www.okhistory.org/publications/enc/entry.php?entry=OK026>
- Elaine Tyler May, “Echoes of the Cold War: The Aftermath of September 11 at Home,” in *September 11 in History: A Watershed Moment?*, ed. Mary L. Dudziak (Durham, NC: Duke University Press, 2003), 35-54.

- George W. Bush, "Address to a Joint Session of Congress and the American People" (September 20, 2001), excerpted in *History and September 11*, ed. Joanne Meyerowitz (Philadelphia: Temple University Press, 2001), 241-243.
- Erik German, "How the Shootout at Ruby Ridge Resonates in the Gun Debate Today" (RetroReport, 2014), 12.43 minutes <https://www.retroreport.org/video/ruby-ridge-american-standoff/>

Topic 12 – Dec. 2: America Since 2008

- Julian Zelizer, "Obama's Legacy: He Sparked Hope – and Got Blindsided," *CNN Online*, March 11, 2018, <https://www.cnn.com/2018/03/09/opinions/obama-historian-legacy-roundup-opinion-zelizer/index.html>
- Ta-Nehisi Coates, "The First White President," *The Atlantic* (October 2017) <https://www.theatlantic.com/magazine/archive/2017/10/the-first-white-president-ta-nehisi-coates/537909/>

Quiz 4 – Module 3 – Dec. 2 – Dec. 16