Course Description:
The course explores the history of the United States since the end of World War II. That history is complex. Rather than simply track the development of U.S. politics and culture, we will examine it through several themes including reconversion following the war, consumerism, the politics of race and racism, Atomic America, the rise of a New Left, countercultural identities, sexual revolutions, and the ascendancy of the New Right, among others. We will read both primary and secondary sources. We will also listen to music, watch television commercials and programs, and view films.

Course Outcomes:
• Acquisition of a thorough knowledge of the social, economic, and political shifts that defined the postwar period.
• Obtain a fundamental understanding of the historical theories and approaches to postwar U.S. history.
• Hone a facility in presenting arguments in a seminar style setting.
• Develop a capacity for writing about the past in assignments of various length.
• By the end of the course students should have the ability to apply the parables of the past to modern day issues.
• Respect the diverse perspectives that have shaped the history of the past sixty five years in America.

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Figure 2: Anti-War Protesters at the Democratic National Convention, Chicago, 1968.
Course Readings:


All books available at the Macalester Bookstore, Amazon.com, online used books retailers, and for rent. There will be copies on reserve in the library.

There will also be several readings on Moodle.

Films:
*Black Power Mix Tape* (in-class)
*Easy Rider* (in-class)
*We Shall Remain* (on-your own, Moodle.)
*Hearts and Minds* (on your own, On Reserve at Media Services.)
*Stonewall Uprising* (on your own, Moodle.)

There will also be two movies nights scheduled during the semester. You are expected to attend one of them.

Online Resources:
Civil Rights Digital Library, University System of Georgia: (http://crdl.usg.edu/). Moodle.
Course Evaluation:
Participation: 30%
Historical Briefs: 20%
Periodic Papers: 25%
Final Paper: 25%

Due Dates:
Periodic Paper #1: 10/28
Final Essay Topic: 10/4 (plan to meet with me outside of class before 10/4).
Final Essay Source List: 10/30
Periodic Paper #2: 12/11
Final Essay: 12/16

Please consult the assignments supplement at the end of the syllabus for more information on what is expected in each assignment.

Course Decorum:

- All readings are required. Every student should acquire the assigned readings. All readings are should be with you in class (bring the book, print out the article). Mark it up! Students not prepared for discussions will lose participation for that day.
- When the instructor is talking or another student is talking everyone else should be listening. You should absolutely write down the things your colleagues have to say. They are important.
- Cell phones should be off. Following one warning the student will lose 2 total points from their final grade for each infraction.
- The straight dope on electronic narcotics: Computers and Ipads should be off.
- Sleeping counts as an absence, even if a student only nods off for a minute.
- While I expect you in class as scheduled, students have 2 free absences that will not count against the final grade. After that, students will lose 2 total points off the final course grade for each absence.
- Late Papers: are accepted. However, for each day it is late a student will lose an entire letter grade (So an A- paper will be a B-, a C- paper a D- and so on). I reserve the right to no longer offer this generous provision if a student is abusing it.
- Racism, sexism, and homophobia are forbidden at Macalester College. If you feel threatened in any way in this course come see me immediately.
- I reserve the right to ask any student to leave class if s/he is disrupting the ability of other students to learn. That student will be counted as absent for the day.
- Take note! You must turn in all of the written work to receive a passing grade in this course.
Course Caveats:

- This is a history course that deals heavily in the history of race, gender, and class. Therefore we may come across language that by our standards is bigoted. We will deal with it head-on in its historical context.

- I often screen films in class, which for some students may seem like a waste of time. However, what is wonderful about watching films as a group is that we experience the important moments of the film together. Collective viewing also has utility to me: I know you have consumed the entire film rather than skip around or read a synopsis online.

- As an academic I from time to time will need to be out of town for conferences and/or research. Please see this as an opportunity to prepare ahead for our next meeting.

Statement on Disabilities:
Macalester College seeks to create a welcoming environment in which all students can reach their academic potential and have equal access to academic opportunities and co-curricular activities. Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and assured services. The College is committed to responding in a flexible manner to the individual needs of all members of the Macalester community with appropriate documentation.

Accommodations are made upon the approval of the Associate Dean of Students, the designated coordinator of services for students with disabilities at Macalester. Any student who is interested in requesting services should contact the Office of Student Affairs (651-696-6220) early in the semester to schedule a meeting with the Associate Dean of Students.

Statement on Academic Honesty:
Students at Macalester are expected to maintain the highest standards of honesty in their college work. Forgery, cheating and plagiarism are serious offenses and students found guilty of any form of academic dishonesty are subject to disciplinary action.

http://www.macalester.edu/studentaffairs/studenthandbook/academicpolicies/academicintegrity.html
Figure 3: Speaker of the House, Newt Gingrich (R, Georgia), rallies supporters of the Contract With America, September 1994.

Course Schedule:

**Part One: Roots: War and Depression, 1929-1945**

9/4: Introductions: Welcome!

9/6: Depression:

Scheduled: Minute Around: A-D

Complete: Historical Brief #1
[I have completed this brief, ✔ in box □]

9/9: War:

Scheduled: Minute Around: E-M

Complete: Historical Brief #2
[I have completed this brief, ✔ in box □]

**Further reading:** Donald Worster, *Dust Bowl: The Southern Plains in the*

[Module One Completed, ✔ in box ☐]

**Part Two: A Consumers’ Republic**

**9/11:**

*Suburban Dreams:*


Scheduled: Minute Around: N-Z

Complete: Historical Brief #3

[ I have completed this brief, ✔ in box ☐]

**9/13:**

*Suburban Nightmares:*


Scheduled: Minute Around: A-D

Complete: Historical Brief #4

[ I have completed this brief, ✔ in box ☐]

**9/16:**

*Two Nations*


Scheduled: Minute Around: E-M

Complete: Historical Brief #5

[ I have completed this brief, ✔ in box ☐]


[Module Two Completed, ✔ in box ☐]

**Part Three: Cold War and Atomic America**

9/23: Cold War Roots:

Scheduled: Minute Around: N-Z

Complete: Historical Brief #6
[I have completed this brief, ✔ in box ☐]

9/25: By the Bomb’s Early Light:
Required Reading: Kenneth Rose, *One Nation Underground*, 1-37

Scheduled: Minute Around: A-D

Complete: Historical Brief #7
[I have completed this brief, ✔ in box ☐]
9/27: **Nuclear Anxieties and Building an Underground Society:**
Required Reading: Kenneth Rose, *One Nation Underground*, 38-77.


Scheduled: Minute Around: E-M

Complete: Historical Brief #8
[I have completed this brief, ✔ in box □]

9/30: **One Nation Underground:**
Required Reading: Kenneth Rose, *One Nation Underground*, 78-149.


Scheduled: Minute Around: N-Z

Complete: Historical Brief #9
[I have completed this brief, ✔ in box □]

10/2: **Surviving World War III:**


Scheduled: Minute Around A-D

Complete: Historical Brief #10
[I have completed this brief, ✔ in box □]


[Module Three Completed, ✔ in box □]
Part Four: Civil Rights and Citizenship

10/4:

Voices:


**Final essay topic due via Moodle.**

10/7:

Community Control and Empowerment:
Screening: *Black Power Mix Tape*, continued.

Discussion on film and readings.

10/9:

Roots:
Required Reading: Joseph, *Waiting 'Til the Midnight Hour*, 1-94.

Scheduled: Minute Around: E-M

Complete: Historical Brief #11
[I have completed this brief, ✔ in box □]

10/11:

No Class: I will be at a conference in Tucson, AZ.


10/14:

Community Empowerment:
Required Reading: Joseph, *Waiting 'Til the Midnight Hour*, 95-240.

Scheduled: Minute Around: N-Z

Complete: Historical Brief #12
[I have completed this brief, ✔ in box □]
10/16: “Imaginative Acts of Creation”;
Required Reading: Joseph, *Waiting 'Til the Midnight Hour*, 241-304.

Scheduled: Minute Around: A-D

Complete: Historical Brief #13
[I have completed this brief, ✔ in box □]


[Module Four Completed, ✔ in box □]

**Part Five: Vietnam and the Anti-War Movement**

10/18: Grunt Life:
Required Reading: O’Brien, *If I Die in a Combat Zone*, 1-84.


Scheduled: Minute Around: E-M

Complete: Historical Brief #14
[I have completed this brief, ✔ in box □]

10/21: The Fog and Clarity of War:

Scheduled: Minute Around: N-Z

Complete: Historical Brief #15
[I have completed this brief, ✔ in box □]
10/23: Anti-War Protests and Democracy from the Bottom Up:

Scheduled: Minute Around: A-D

Complete: Historical Brief #16
[I have completed this brief, ✔ in box ☐]


[Module Five Completed, ✔ in box ☐]

10/25: No Class: Fall Break.

Part Six: The New Left and Countercultures

10/28: No Class.

Periodic Paper #1 is Due by midnight (upload to Moodle). [✔ in box ☐]

10/30: Beyond the Margins:

Screening: Dennis Hopper, Easy Rider (1969, 95 Minutes).

Complete: Historical Brief #17
[I have completed this brief, ✔ in box ☐]

Final Essay Source List Due via Moodle.
11/1: The Underground Press in the Age of the SDS:
Required Reading: John McMillian, *Smoking Typewriters*, 1-65.
Screening: *Easy Rider*, continued.
Scheduled: Minute Around: E-M
Complete: Historical Brief #18
[I have completed this brief, ✓ in box □]

11/4: Finding the Counterculture in Underground Newspapers:
Required Reading: John McMillian, *Smoking Typewriters*, 66-114.
Scheduled: Minute Around: N-Z
Complete: Historical Brief #19
[I have completed this brief, ✓ in box □]

11/6: From Underground to Mainstream:
Required Reading: John McMillian, *Smoking Typewriters*, 115-190.
Scheduled: Minute Around: A-D
Complete: Historical Brief #20
[I have completed this brief, ✓ in box □]


[Module Six Completed, ✓ in box □]

Part Seven: Sexual Revolutions
11/8: A Culture of Morality and Therapy:
Required Reading: Beth Bailey, *Sex in the Heartland*, 1-74.
Scheduled: Minute Around: E-M
Complete: Historical Brief #21
[I have completed this brief, ✓ in box □]
11/11: **The Philosophy of Rules:**
Required Reading: Beth Bailey, *Sex in the Heartland*, 75-104.

Scheduled: Minute Around: N-Z

Complete: Historical Brief #22
[I have completed this brief, ✔ in box ☐]

11/13: **The Pill:**
Required Reading: Beth Bailey, *Sex in the Heartland*, 105-153.

Scheduled: Minute Around: A-D

Complete: Historical Brief #23
[I have completed this brief, ✔ in box ☐]

11/15: **Sexuality as Politics:**

Scheduled: Minute Around: E-M

Complete: Historical Brief #24
[I have completed this brief, ✔ in box ☐]

11/18: **Stonewall:**


Scheduled: Minute Around: N-Z

Complete: Historical Brief #25
[I have completed this brief, ✔ in box ☐]


[Module Seven Completed, ✔ in box ☐]

Part Eight: The Rise of a New Right and America Since 1980

11/20: The Roots of a Conservative Grassroots:

Scheduled: Minute Around: A-D

Complete: Historical Brief #26
[I have completed this brief, ✔ in box ☐]

11/22: Defining Freedom at the End of the Cold War:

Scheduled: Minute Around: E-M

Complete: Historical Brief #27
[I have completed this brief, ✔ in box ☐]

11/25: Market, Society, and Power:
Required Reading: Daniel Rodgers, Age of Fracture, 41-110.

Scheduled: Minute Around: N-Z

Complete: Historical Brief #28
[I have completed this brief, ✔ in box ☐]

11/27: Race, Gender, and the Cultural Turn
Required Reading: Daniel Rodgers, Age of Fracture, 111-179.

Scheduled: Minute Around: A-D

Complete: Historical Brief #29
[I have completed this brief, ✔ in box ☐]

11/29: No Class: Thanksgiving Break.
12/2: “Communities of Choice”:

Required Reading: Daniel Rodgers, Age of Fracture, 180-255.

Scheduled: Minute Around: E-M

Complete: Historical Brief #30
[I have completed this brief, ✔ in box □]


[Module Eight Completed, ✔ in box □]

Part Nine: 9/11, Occupy Wall Street, and the End of the “American Century”

12/4: “Today, Our Nation Saw Evil”:

Scheduled: Minute Around: N-Z

Complete: Historical Brief #31
[I have completed this brief, ✔ in box □]

12/6: Occupy Wall Street
Required Reading: Occupy Wall Street, “What We Stand For,” online; Amanda Erickson, “How Occupy Wall Street is Reinventing Public Space,” The Atlantic, 7 November 2011, online. Moodle.

Scheduled: Minute Around: A-Z

Complete: Historical Brief #32
[I have completed this brief, ✔ in box □]

12/9: Course Conclusions:
[Module Nine Completed, ✓ in box ☐] YAY!

Periodic Paper #2 is due: 12/11 by midnight (upload to Moodle).
[✓ in box ☐]

Final Essay is due: 12/16 by midnight (upload to Moodle).
[✓ in box ☐]
Syllabus Addendum

Reading an Academic Article or Book:

Reading an academic article may seem foreign on first read, but there are a few tools to help you navigate one.

FIRST:
  • 1. Roadmap.
    A. Academic articles are generally broken into four sections.
       1. The first is the introduction. This is where you will find the author’s argument. Most introductions are from 2-4 pages.
       2. The second is the body of the essay where the author presents their evidence. Take note that the narrative and the figures, pictures, and tables are all considered evidence and therefore have relevance to the claim the author is making.
       3. Conclusion. This should explain how the author has proven their thesis with the evidence used.
       4. Cited evidence. This will come in the form of footnotes or endnotes.
    B. Academic Books are also broken into four sections.
       1. The first is the introduction (sometimes the preface or alternatively the first chapter), which is where you should find the author’s argument. Most introductions are from 1-25 pages.
       2. The second is the body of the book where the author presents her/his evidence. Take note that, like an academic article the narrative and the figures, pictures, and tables are all considered evidence and therefore have relevance to the claim the author is making.

       The body of the book is broken into chapters. Think of each chapter as a mini-article with its own introduction, body, and conclusion all of which should support the main thesis of the book.
       3. Conclusion. This should explain how the author has proven their thesis with the evidence used.
       4. Cited evidence. This will come in the form of footnotes or endnotes.

SECOND:
  • 2. Analysis.
    A. Find the author’s “claim.” What is the author’s argument (or thesis)? Why should we care about what s/he has written? In other words, what is the “so what” of the book or essay?
    B. Find the author’s evidence. What sort of examples does the author offer to support their claim?
    C. Assess the validity of the author’s argument. Do they claim to overturn another approach to the subject. Are they adding to an already existing idea on a particular topic?
    D. Is there a counterargument to a part of or all of what you have read? Is the essay or book effective?
    E. In three sentences, how would you explain this essay/book to a colleague?
# The Five C’s of Historical Analysis

<table>
<thead>
<tr>
<th>Change</th>
<th>Consequences in the short and long term Requires comparison to things before and after Sources can both document and produce change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Causality</td>
<td>When one person, event, or process influences another (or many) Intersection of individuals and conditions</td>
</tr>
<tr>
<td>Context</td>
<td>Everything else that was going on Conditions in the past Life at that time Is she sleeping, blinking, or winking at you? Context can help you decide.</td>
</tr>
<tr>
<td>Complexity</td>
<td>The past was more than simply good and bad Relationship Status: It’s Complicated But it was not too complicated for us to try to understand</td>
</tr>
<tr>
<td>Contingency</td>
<td>Just because things happened does not mean they had to happen that way What roads were not taken? What could have been? What were the other options?</td>
</tr>
</tbody>
</table>
1. Minute Around:

The minute around is a tool to facilitate collective discussion. It asks that when scheduled each student talk before the class for one minute about the materials assigned for that day. This gets everyone involved in the discussion. Generally the minute around is staggered by name so you will not have to do it every time. I will be writing down comments as you talk and then I will offer questions to the class based upon some of those comments.

Some ways of approaching this assignment include proposing questions about the reading, suggesting greater discussion about a particular theme or idea, and raising questions about what you found confusing or compelling.

This is your chance to help set the tone for our meeting.

*You may opt out of two minute arounds over the course of the semester without penalty.

What I expect: I anticipate that when you are scheduled to complete a minute around you are prepared to do so. A well-rounded minute around is subjective, but I anticipate that each student will present a response to the readings that is compelling and lucid. In other words, you should be able to show you have read and thought sincerely about the materials assigned.

The minute around is factored into your final participation grade. As I take notes on each minute around I generally assign a grade based upon what you have presented.

Why it matters: The ability to present complex arguments to audiences of your peers in a short amount of time is a critical skill not only in the classroom, but also in collective environments ranging from non-profits to the halls of governance.

2. Historical Brief:

The historical brief is based on the idea of a law school brief, which asks a student to lay out the argument of a legal case, unpack the evidence presented, and explain the conclusion reached by a court. (the form is available on Moodle). I have added the requirement of raising two questions per brief.

Historical briefs are due as scheduled in the syllabus.

What I expect: I anticipate that no matter the length of reading a student will pinpoint what they deem the major “claim” the author makes. Each student will then offer what he or she sees as the most relevant two pieces of evidence that they found. This is not a summary. What I mean by that is one should not pluck evidence from the reading (especially only the introduction and conclusion). One should instead attempt to historicize it in a way that shows you have consumed the entire text.

This must be typed and completed prior to coming to the class that it is due.

* You can use your historical brief to frame your minute around.

** You can skip three briefs over the course of the semester without penalty.

Why it matters: Like the minute around, short-form memos and reports act as a critical ways of communicating to colleagues beyond academia.
3. Periodic Paper:

The periodic paper asks a student to construct a 6-7 page essay based upon readings assigned over the course of part of the semester. Generally, students will be asked to answer one of two prompts. The choice is yours.

What I expect: I anticipate that each student will shape a persuasive claim that answers the prompt they have chosen to answer and that s/he will offer evidence to support that claim. Consider this a mini-essay that you might present to other scholars.

Why it matters: Periodic papers are more than reports, they are position papers that reveal an author’s ability to concisely present to a reader major arguments, themes, and events. They show a mastery of the subject and establish the credentials of an expert.

**There will be two periodic papers, which are scheduled in the syllabus.**